OFFICE OF THE PRINCIPAL, RURAL EXTENSION TRAINING CENTRE
NOV 1967
KRISHNAGIRI RESERVOIR PROJECT

219

Ex. 81
Ex. 80

EXTENSION EDUCATION INSTITUTE

NILOKHERI (HARYANA)

# CASE STUDIES

OF

# INSTRUCTORS AND GRAMSEVAKS

29

(5-6-1967 to 4-8-1967)

Developed by Teaching Staff of the Institute

and

Instructors of Gram Sevak/Sevika Training Centres

DIRECTORATE OF EXTENSION
MINISTRY OF FOOD, AGRICULTURE, COMMUNITY DEVELOPMENT AND COOPERATION
GOVERNMENT OF INDIA
NEW DELHI

Ex. 84.80

# CASE STUDIES

OF

# INSTRUCTORS AND GRAMSEVAKS

நூலகம்

Ex. 81.

CONTENTS


| | | Page No. |
|---|---|---|
| I. INTRODUCTION | | i |
| II. TALKS: | | |
| 1. Case studies for Extension Workers | Dr.H.W.Butt | 1 |
| 2. Case studies - Spicer's approach | Sh.T.M.Dak | 6 |
| 3. Technique of interviewing | Dr.H.W.Butt | 13 |
| III. EXTRACTS ON CASE STUDIES | | 18 |
| IV. STAFF PROJECT - Case study - guidelines | | 30 |
| 1. Case study of an Instructor in Public Health - U.P. | Dr.H.W.Butt | 32 |
| 2. Case study of an Instructor in Public Health - U.P. | Sh.C.L.Gupta | 40 |
| 3. Case study of an Instructor in Public Health - U.P. | " T.M.Dak | 47 |
| 4. Case study of an Instructor in Agriculture - Rajasthan | " C.L.Gupta | 51 |
| 5. Case study of an Instructor in Agriculture - U.P. | " T.M.Dak | 58 |
| 6. Case study of an Instructor in Agriculture - Rajasthan | " T.M.Dak | 65 |
| V. CASE STUDIES OF V.L.WS: | | 70 |
| 1. Case study of VLW M.P. | " R.D.Kaushik | 71 |
| 2. " " " Haryana | " R.D.Kaushik | 77 |
| 3. " " " Punjab | " Baldev Singh | 82 |
| 4. " " " " | " Baldev Singh | 89 |

| | | | |
|---|---|---|---|
| | 5. Case study of VLW | Punjab | 93 |
| | 6. " " " | Haryana | 96 |
| | 7. " " " | M.P. | 100 |
| | 8. " " " | " | 105 |
| | 9. " " " | Rajasthan | 109 |
| | 10. " " " | M.P. | 113 |
| | 11. " " " | Punjab | 115 |
| | 12. " " " | Haryana | 118 |
| | 13. " " " | M.P. | 120 |
| | 14. " " " | " | 123 |
| VI. | WORKING OF A GRAM PANCHAYAT | - Haibatpur | 129 |
| VII. | DRINKING WATER | - Dabarthala | 132 |
| VIII. | CASE STUDY OF A VLW IN THE BLOCK | - Sh.C.L.Gupta | 135 |
| IX. | ANALYSIS OF THE FINDINGS OF CASE STUDIES OF V.L.WS | - " T.M.Dak | 139 |
| X. | ANALYSIS OF THE FINDINGS OF THE CASE STUDIES OF INSTRUCTORS | - Dr.H.W.Butt | 145 |


...

Ex. 81.

# I N T R O D U C T I O N

In addition to the regular summary record of the 18th course for Principals and Instructors it was decided to bring out the attempts of both the Instructor-trainees and the members of the teaching staff in connection with the case study approach. This booklet contains the necessary material with regard to the case study approach. Extracts from experts in the field have been included in this booklet. Other aspects of how to write a case study and the method of collecting information have been added in order to provide an opportunity to Extension workers to use this approach in their Extension programmes.

It has been felt necessary to equip the Instructors of the Gramsevak Training Centres with the skill of conducting case studies. The rich experience of the Instructors at the G.T.Cs is not fully utilised. Most of them hesitate to bring out articles and brochures connected with their work and topics related to their field. In order to encourage them to develop the art of collecting information and studying specific cases this attempt has been made for the first time. In this effort the unique situation is that both the teaching staff of the Institute as well as the Instructors of the G.T.Cs have worked as a team. On one hand the members of the teaching staff have been able to complete six case studies on the Instructor-trainees who are attending the course on Extension methods. The Instructor-trainees on the other hand were given the assignment of writing case studies on the senior V.L.Ws undergoing a two month refresher course at the same Institute. This process in itself has been a very useful learning situation for both the teaching staff and the trainees.

For the Instructor-trainees the theoretical frame-work of writing case studies was given to them in detail. The method to be adopted along with the significance of this approach was explained and discussed with them. A proforma with suggestive guide lines was provided to each Instructor-trainee. The group of senior VLWs was introduced to the Instructors and one VLW of a different State was allotted to each one of them. The period allotted for this assignment was about one month. Apart from the regular hours devoted towards the training programme the Instructors and the VLW-trainees had ample opportunities of getting together. These contacts provided the Instructor-trainees to develop skills in interviewing and get a deep insight into the problems and attitude of the VLWs of another State. The VLWs in turn were able to come closer

to the Instructors and thus discuss matters of common interest. They looked to the Instructor-trainees for guidance in areas of subject-matter as well as other aspects connected with the Community Development Programme. The rich variety of the subject-matter areas available among the Instructor-trainees was another significant opportunity for the V.L.Ws.

The main objective of conducting these case studies has been to make an effort in depth as regards to the problems and method of working of both the teacher and the taught. In many conferences the quality of teaching at the G.T.Cs has been given due emphasis. It is extremely important to make a study of the attitude, aptitude and the expectations of the instructional staff of the G.T.Cs. The six studies that have been conducted bring out certain broad facts connected with the Instructors in G.T.Cs. There is no doubt that the sample that has been selected for the case studies of the Instructors is very small. The findings of these case studies cannot be projected but it is hoped that this attempt would be continued in the future courses so that after a period of time the Institute would be in position to have a series of case studies of Instructors pertaining to different subject-matter fields and States. This first step will lead to a fund of knowledge that would be extremely helpful in improving the quality of teaching at the G.T.Cs. The views and findings of these studies will be communicated to the G.T.Cs and the States concerned so that they may be helpful in devising the future policies of programmes of training.

The case studies conducted by the Instructor-trainees are mainly to give them exercise in the method of writing these studies. Of the 23 studies made in this course it was possible to include only a few. Here again the Instructors themselves will benefit from the experience of the senior V.L.Ws they come in contact. These attempts will be continued in the future courses so that a list of case studies pertaining to the experienced V.L.Ws from different States may be readily available. This material would not only help those who are interested to collect information on their own when they go back but will also provide valuable information regarding the attitude and the method of approach of the V.L.Ws in the Community Development Programme. The analysis of the findings which will be found at the end of this booklet can be used effectively in organising and planning the programmes for V.L.Ws.

The case studies as such that have been included in this booklet are not complete. The limitations in collecting information and verifying the data come in the way of making a comprehensive study. It is planned to make an attempt to improve upon these studies as and when there is an opportunity. During the follow-up tours when the Instructors concerned can be visited in their own sphere, the second part of the case study can be completed. In the same way when the V.L.Ws are contacted in their own Blocks the information pertaining to the achievements and the views of the persons with whom they come in contact can be verified.

These case studies are being sent to the GTCs teaching staff and the other Institutions interested in this approach with a request for suggestions. The views expressed regarding the attempts made in this booklet would be extremely helpful in developing this project which would make the training more effective and at the same time provide valuable information that can be used for the benefit of the Instructors as well as to the V.L.Ws.

( Herbert W.Butt )
PRINCIPAL

. . .

# CASE STUDIES FOR EXTENSION WORKERS

H.W.Butt

The case study method is extremely useful in exploring and analysing the life of a social unit. This unit could be limited to a person, a family, an institution, a culture group or even a community. Sometimes this is a technique by which one could collect relevant information to find out an approach to a social reality. Through the case study method we can examine a complex situation and study a combination of factors that are involved in a given situation with the object of identifying the causal factors that are operating in it.

This is generally a non-statistical device of investigation. It co-relates a few factors. Sometimes it is difficult to conceive a social reality in the form of a mere statistical table. The case study approach is an intensive study of the subjects in all their component and changing parts rather than a cross-sectional picture at any particular point of time. In the statistical approach the person disappears from the analysis. In social problems the individual is of great significance. The case study approach preserves the "wholeness" of the entire problem. Every trait and every variable are linked with another. The perspective of a case study is qualitative, aggregative, synthetic and developmental. The statistical technique reduces the data to quantitative terms in order to yield totals, averages and co-relations. The case study technique seeks data in terms of processes which for the most part cannot be stated numerically.

These two techniques are complementary and both may be employed with advantage in the same project. The two approaches have significant roles; while one analyses massive data horizontally and crosswise, the other studies vertically a small number of individual cases in detail and as a whole.

The main object of the case study method is to determine the factors that account for the complex behavious patterns of the unit and the relationships for the unit to its surroundings. The data may be collected exhaustively on the entire life cycle or on a definite section of the cycle of a unit - but always with a view of ascertaining the natural history of the social unit and its relationship to the social factors and forces involved in its environment.

The validity of the conclusions based on a single case is dependent upon careful observations and accuracy of many factors. The usefulness of the case study depends upon the

ability of the Extension worker.

Values of the case study

a) Although much criticised the case study is absorbing and descriptive to reproduce social attitudes and values.

b) Inspite of the risk for wide application, this study is very enlightened and fundamentally real with a wealth of concrete details, memories and multifarious reactions of social situations.

c) They are the perfect type of sociological material.

d) It gives depth in understanding the social situation by indicating the extent, frequency and degree of associations.

Sources

There are two main sources from which data can be drawn.

a) Historical sources.

b) Field sources.

Historical sources

i) Documents and papers: These are regarded as self-[illegible] revealing records.

ii) Life histories: These help to secure the cross-section of the actual experiences and attitudes of persons and groups.

iii) Reports: These help to give specific information regarding any particular aspect of the situation.

iv) Studies: These help to get a deep insight into the cause and effect relationships.

v) Researches: These reveal facts and result of these events on the person and the unit under study.

Field sources

Specific information can be obtained from living individuals connected with the subject under study. This

can be done through direct observation of behaviour in process.

i) Observation is a systematic study from the eye of spontaneous occurences at the time they occur. It is not possible to observe all occurences. The main object of observation is to get an insight into the significant inter-related elements.

ii) Scientific observations need definite planning and recording, tests and controls. The Extension worker should be able to see the activities of the group and understand the experiences and social values attached to them.

iii) Observation often remains a realistic view of unposed behavious.

iv) Observation enables us to penetrate behind the thinking, feeling and acting of the group.

There are two methods of collecting facts from the field:

<u>The direct method</u>: Where the Extension worker canures observe and record data by his own direct observation.

<u>The indirect method</u>: Where the Extension worker secures his data from others - i.e. those having first hand contact with the data.

The Extension worker should safeguard himself against observing merely unique and unrepresentative factors that do not form the habitual social pattern.

<u>Choice of cases:</u>

a) Select representative units as far as possible.

b) Typicalness of the cases is important.

c) Select a specimen in the cultural series.

d) Actions should be socially relevant.

e) It is important to have the ability to recognise representative cases.

Recording of data

a) The problem should be well-defined.

b) There should not be an aimless collection of data.

c) Identify the situation.

d) The data should be completed and valid.

e) Care should be given for correct recording and scientific synthesis.

f) Recording should be comprehensive and accurate.

g) Grasp the pattern of individual's lives in its many facets.

h) Seek data which throws light on processes and causal factors.

i) Adopt some base-line of the past to project contemporary life.

j) Comprehensive wholeness.

The interviewing technique

a) It is a systematic method by which a person enters more or less imaginatively into the life of a comparative stranger.

b) From face-to-face contact useful information can be collected.

c) The interview method is supplementary to other methods and techniques.

d) It enriches the study of a person.

e) It serves as a check for other information secured through other sources. A successful personal interview is usually very penetrating.

Limitations

Faulty observations, faulty memories and lack of insight, inability etc.

a) Questions sometimes are vague.

b) Possibilities of misunderstanding.

Method of interview

Experience indicates that farmers do best when:

a) They a re allowed to use a narrative form.

b) When least interrupted.

c) When encouraged to follow a time order.

d) When questions are used simply to encourage the narrative form.

Practical hints in interviewing:

a) Show interest in everything the farmer wishes to study.

b) Be at ease with the farmer and help him to be at ease with you.

c) Adopt a leisurely pace.

d) Allow sufficient time.

e) View all problems from the farmers point of view.

f) Try to gain farmer's confidence.

g) Identify yourself with the farmer.

h) Ask only questions which you would not resent in answering about yourself.

i) Take care not to sound insinuating.

j) Allow the farmer to tell his story in his own way.

k) Ask very few questions to what the farmer says.

l) Listen with interest.

m) Follow-up every important clue.

n) Meet objections in a way which is satisfying to the farmer.

.. ..

# THE CASE STUDY - SPICERS' APPROACH

T.M.Dak.

## I. CASE STUDY DEFINED: -

The case study as a method of research has been widely used both in natural and social Sciences. The method involves the collection, exploration and analysis of data covering one or more phases in the life process of a social unit in all its ramifications. The aim of the case study is to determine the factors that account for complex behaviour pattern of the unit and the relationship of the unit to its surrounding milieu. Social research, through case study method attempts to see the variety of factors within a social unit as an integrated whole.

## II. HORIZONS OF CASE STUDY:-

Case studies as appeared in human and physical sciences attributed to following major characteristics:-

1. Case studies always have a specific focus. They are termed as microscopic studies rather than mass or descriptive studies. From the beginning to the end central theme remains a constant point of reference. While highlighting other facts the central points should not be overlooked or neglected anywhere. The other variables or factors are of importance to the extent they assist in finding out relationships with the control point. This involves the recognition and determination of the problem of study. Unless it is done, no further action can be taken up. Much care is required on the part of research when the problem has to be established.

2. Case studies study the social phenomenon in the form of a process. They present a continuous chronological or historical picture of the different stages of the process in the life of a social unit. They do not aim to describe a situation at one point of time. In other words it brings out a complete history in the life of a social unit indicating clearly the different stages of growth.

3. The case studies observe the social unit in its totality. They are not trait studies but aiming at to explore the entire range of social factors associated with the central problem. The individual trait or factor is of some interest only in its relationship to the problem under study.

4. Case studies rely upon as much sources of data as possible. A good case study never depends upon a single source or a few details. Good case studies can be written only on the cases having sufficient detailed records and numerous sources to indicate all possible factors of practical importance in order to make the results fully intelligible.

5. Good case studies always start with the recognition, determination and identification of the problem. In order to bring out inf erences it is essential to first describe nature and the status of the situation. This will provide to the case study a direction, a focus and the whole story and the analysis will be moved around this central theme as why, what, how it has happened.

III. SPICER'S APPROACH OF A CASE STUDY.-

Edward H. Spicer edited 'Human Problems in Technological change' is an excellent example of case studies as useful diagnostic tools in understanding total remifications of the situation involving complex human inter-action. The studies included in this book represent different character from simple to complex and they have been arranged accordingly. The Part I includes the studies very simple in nature in the sense that either a single factor seems to have been decisive in bringing about the outcome or the relations among the several factors. They are also designed to illustrate the commonest types of human problems that arise in cross-cultural change. The case studies presented in the parts II and III represent the increasingly greater complexity.

In these studies more factors are involved and the relations among them are not so readily seen as in the first case. The studies under part III are still more complicated and the inter-relationships among factors are harder to discover and to demonstrate.

The spicer's approach to case study cycle is well known. He has set the cases up as problems, in the belief that thinking through the question, before the outcome is known, will deepen the experience of studying the case and will parallel the real life situations which the worker must face. Most of the cases are therefore organised along the following lines.

1. Recognition and determination of the problem-

This includes the statement of the Problem indicating its nature, intensity and major characteristics.

2. The course of events - After stating the problem he has introduced a Chronological Account of what led up to this situation. This covers as to how the present problem has emerged or what stages it had to undergo? A detailed comprehensive historical perspective of the problem constitutes the main body of these case studies.

3. Relevant Factors:-

The course of events follows Relevant Factors which sets-forth-details concerning the nature of the change, culture/the people and the features of the /of cross-cultural situation. These sections provide in each instance enough material for solving the problem. This includes a detailed description of the circumstances and factors associated with the given problem.

It is hoped that after considering the relevant factors, the student will attempt to answer the questions posed in the problem. This may involve a prediction of the ultimate outcome of the case or may consist of an explanation of why events proceeded as they did. An analytical and diagnostic discussion of the whole situation showing, how the different determining and relevant factors are, related, will be necessary. This analysis of the factors responsible will also provide the basis for remedial or developmental treatments.

4. Outcome:-

Only after the student has worked out his answers to the problem should be turn to the sections called the Outcome and Analysis which complete the exposition. This section includes a deep search as to what changes have been taken place as a result of the problem, what are the people to whom it has affected and to what extent and so on.

5. Analysis:-

The analysis is always given by the writer of the case who ordinarily has had first-hand contact with the situation. His interpretation provides a critical stand point from which to view the solution offered by different students.

However it is not thought that the authors' conclusions are necessarily the ultimate truth. They are rather a challenge to the students to workout fuller and sounder analyses.

IV. ABOUT THE BOOK:-

The case studies appeared in the Spicers' book' "Human problems in Technological Change" represent the above approach throughout. The book includes concrete instances and not the Principles of technological and social change. Almost every case offers an actual example of an effort to bring about a change in some culture. Both successful and unsuccessful attempts are included. Only these cases are selected for which enough detailed records were available to indicate all the factors associated with the given problem. In some studies, all available data are presented; in others, this procedures has not been followed since much of the material is accessible in the literature.

Parallel with the presentation of cases, an effort is made to acqaint the student with some elementary techniques for analysing human problems. The suggestions for study given in the different parts of the book are designed to start him using basic, simple methods of question formulations, role analysis, interviewing and role playing with the case material as he goes along. However, he feels that the book does not give rules for solving human problems. It is designed rather to open paths for finding them.

The book encompases variety of human problems involved in the process of change/developing communities. /in Cases 2,5,6 ,10 highlight problems of cultural linkage arising as result of failure to understand the inerrelationship between certains beliefs, customs and the change. Problems of social structure have been studied in case Nos. 3,6,8,10 and 11 which arise from failure to work through existing social organisations or from miscalculations as to what the functioning social units are. Problems related to the role of innovator have been discussed in case No:4,7,9,11,14 where poor relationship exists between the people of different cultures or the role of innovator is not properly defined. The problems of cultural bias arise when the behaviour in one culture is interpreted in terms of another culture. The example of such cases are No:9,12,13,14,15. When we fail in bringing people in the planning and carrying out of programme of change, problems of participation take place.

Case studies Nos: 7,8,11,14 are the examples. Problem of Buffer Organisations have been discussed in case No: 14,15 where these may develop from any of the above problems and result in the organisation of resistance to change.

## V. METHODOLOGY:

The methodology adopted in preparing such case studies on the programme of change seems to be applicable with certain minor modifications especially in the study of all such cases taking into account the introduction of change in cross-cultural situations. Spicer has provided a master check list of questions if such a study is to be conducted. Any such study of change must aim to answer following questions:-

1. What, if anything, will the introduced trait replace?

2. What other tools and techniques are likely to be modified as a result of the introduction?

3. What other tools and techniques will have to be modified if the new trait is accepted?

4. For what new tools and techniques is there likely to be a demand as a result of the introduction?

5. Who in the society will have to abandon or change their occupations, if there is replacement? Who will be likely to modify their occupations and who will be given new occupations?

6. Who within the society will benefit immediately from the introduction? Will the benefits be in terms of economic advantage, increased prestige, or what?

7. Who, if anyone, is likely to suffer immediately? In terms of real or fancied threat to economic security? In terms of social status?

8. Will shifts in occupation affect the division of labor between men and women?

9. What are the formal and informal social organizations in which those affected participate?

10. How are these social organizations likely to be affected? Will their power or social position be enhanced or lowered?

11. Is there a possibility of the introduction opening up new forms of cooperation? Of conflict?

12. Do the individuals and group leaders affected understand the nature of the introduction?

13. Who has participated in the planning of the change? Who has not participated?

14. What customs, other than the technology, are likely to be affected? Food habits? Relations of young and old? Marriage customs? Ceremonials? Religious beliefs? Major values?

15. Does the change reinforce these customs or conflict with them?

16. What are the attitudes toward the innovator (the field worker) as a person? Toward the ethnic group of which he is a member?

17. What is the history of similar introduction to this group?

18. What is the recent history of the relations between the introducing group and the people?

19. From what points of view would various people see this introduction or proposed change?

20. What interests give rise to such different points of view ?

Such a master check-list will lead to build some kind of general framework for analysing a wide variety of interrelated situations. The studies based on such a finding may indicate the nature of human problems. They show how different aspects of a society i.e. social norms and technology are linked with one another; how a change in one may affect many others or how one well established custom may prevent change in another. When the nature of customs, and the fact of their linkage is grasped, one has a primary frame of reference for planning and directing a programme of change.

The studies appeared in the Spicer's book throw some coceptual tools for solving the human problems in cross-cultural situations. The first step in this direction is the awareness of the nature of culture in which change is taking place. It is followed by the use of existing social organisation, an integrated whole, a set of customs in terms of which people cooperate. In the third step success or failure of the innovator is largely dertermined by the people's parception of him.

Cultural bias in the fourth stage refers to interpret one's behaviour in terms of his own culture as the identical behaviours in two different societies may have quite different meanings. In the end, people do not vary their customary behaviour unless they feel some need which existing ways do not satisfy. These appear to be primary concepts for use in guiding change. They constitutes means for appraising situations for planning steps in initiating change, and for getting of causes of success or failure. Any such analysis of cross-cultural problems should give answer to the following questions: -

1. Have the cultural linkages been discovered and utilized in the procedure?

2. Has work been carried on through the existing social organization or have social organizations been set up which conflict with those previously in existence?

3. How are the innovators, purposes and ways of behaviour regarded?

4. Have the innovators misinterpreted the responses of the people through cultural bias?

5. Has the maximum possible participation been encouraged and allowed to develop?

6. Have the needs that are felt been obsc..ured by opposition to methods of introduction ?

The answers to such questions will at least provide diagnosis which may be a basis for action in ways determined by the Specific situation.

...

# THE TECHNIQUE OF INTERVIEWING

H.W.BUTT

The interview technique is a systematic method by which a person can get details of the thinking of a comparative stranger. The interviewer penetrates into the personal life and intimate social relations to arrive at an understanding of the underlying attitudes and values of persons.

## Main objective

1. Interview is used for securing information through face-to-face associations.

2. To gain a broad enough social background which influences human behaviour.

3. The interview is one of the sources of finding out facts regarding human motivation and socio-personal inter-actions.

4. It is a specialised form of collecting personal data for quantitative purposes.

5. It helps to secure data from secondary sources of information which have been in intimate contact with persons under study.

6. The interview is not a separate tool but is supplementary to other methods and techniques.

7. It serves as a check upon other information secured through other sources.

## Advantages of interview technique

1. Through interview one can make a study of human beings.

2. Through intimate and personal knowledge many details of human attitudes can be obtained.

3. Through interview it is possible to study motivation, emotional responses and the social process.

4. It is the only instrument by which significant memories of the past and plans of the future can be ascertained.

5. An answer to a question helps to go deeper about social and personal phenomena which might indicate cause & effect relationships.

6. It is possible to provide explanations to certain patterns of behaviour.

Limitations

1. Interviewees may suffer from faulty perception, faulty memory, lack of insight and inability to explain.

2. Accuracy is doubtful.

3. Many gaps and distortions may occur.

4. Bias of the interviewer.

5. Values and meanings to social phenomena may differ.

6. Interviewer may lack insight.

7. Information may be lopsided, incomplete and often irrelevant.

8. Misunderstandings may occur.

9. Inadequate replies may defeat the purpose.

Methods to overcome these limitations partially

1. Employ non-directive techniques.

2. Encourage free-flowing interviews.

3. Use carefully constructive questions.

4. Standardise the ways of asking questions.

5. Standardise the ways of recording data.

Types of interviews

a) The non-directive interview

1. This is also called uncontrolled or unguided interview.

2. No direct or pre-determined questions are asked.

3. This method is used to discover to what extent the people are aware of the problem posed.

4. The trend of the questions will depend on the way they look at the issues.

b) The focused interview

1. This involves persons in a particular, concrete situation.

2. It refers to situations which have been analysed prior to the interview.

3. It proceeds on the basis of an interview guide.

4. It is focused on the subjective experience regarding a particular concrete situation under study.

c) The repeated interview

1. This is useful to trace specific development of a social process.

2. To study progressive actions, factors or attitudes which determine a social situation.

3. This technique is expensive in time, energy and money but is advantageous in study events as they actually occur.

Techniques of interviewing

a) Preparatory thinking

1. An interview should be carefully thought throught/in advance.

2. It is necessary to plan in advance and keep the plan and mind flexible.

3. By fore-though the interviewer can recognise more readily functional silences, distortions and avoidances.

4. The interviewer should be properly introduced to the interviewee.

5. Such introductions should be done personally by local sponsors.

6. Knowledge of the daily routine of the interviewee is essential.

7. It is wise to interview leaders first to enlist their cooperation.

8. Back door approaches and encroachments should be avoided.

b) <u>The approach</u>

1. After exchanging greetings the purpose of the interview should be explained.

2. The interviewee is entitled to know why he is being interviewed.

3. The interviewee should consider the time spent in the interview to be worthwhile.

4. With insight and by using a simple and leisurely approach instil confidence in the interviewee.

5. A frank and open atmosphere should be created.

6. To get accurate and revealing statements much depends upon the competence and skill of the interviewer.

c) <u>Be a listener</u>

1. Create an atmosphere where interviewees will feel free to tell their stories in their own way.

2. Interviewees desire sympathetic listeners.

3. An aggressive and assertive interviewer will face resistence or a defensive attitude.

4. Patience and sympathy encourage an flowing interview.

5. Prolonged silence on behalf of the interviewer may help in gaining deeper disclosures.

6. Interviewers can guide and stimulate details of personal experiences.

d) Timely questions

1. It is necessary to inject questions at the proper time.

2. It is helpful to use specific points to make the information more realistic.

3. Direct questions may not elicit relevant replies.

4. Double questions should be avoided as they are confusing.

5. Questions tending to bring-forth "yes" or "no" responses should be avoided.

6. When conversation flows easily it may become necessary to control the course through timely questions.

e) Critical points in the interview

1. Certain critical points which deal with emotions or embarrassment may be dropped for the time being.

2. Another line of conversation may be pursued.

3. The next attempt should be a less direct approach to the same subject matter.

4. All interview data reveal some inconsistencies.

5. It is necessary sometimes to probe to discover experiences.

6. With non-directive statements approach the subject from a new point of view.

7. Assume that wrong statements were unintentional.

8. It helps to overcome embarrasement defensive attitudes and confusion with great tact.

f) <u>Closing the interview</u>

1. It is always helpful to have a natural closing point to each interview.

2. An abrupt end immediately after a nervous strain is detrimental.

3. Assure the interviewee that his information will be treated confidential if he so desires.

4. Assure him of respecting his wishes and safeguarding his interests.

.. ..

## EXTRACTS ON CASE STUDIES

1. Extracts from the Report of the N.I.C.D. Rajpur. — N.I.C.D. Rajpur.

2. Extracts from 'Introduction to Research Procedure in Education' — J.Francis Rummel.

3. Extracts from Scientific Social Surveys and Research. — P.V.Young.

4. Extracts from 'Methods of Research' — C.V.Good & Douglas E.Scates.

.. ..

"EXTRACTS"

## CASE STUDIES RELATED TO EXTENSION PROGRAMME

" Case studies are recognized as a useful diagnostic tool in understanding to the total ramifications of any situation involving complex human inter-action. Their utility as instructional aids is also universally recognized. Two excellent examples of such case studies are Human Problems in Technological Change edited by Edward H. Spicer, and Health, Culture and Community edited by Benjamin D. Paul. No comparable studies of the human problems involved in concrete action situations arising in the process of rural community development in India are in existence at present. A collection of such systematic case studies would contribute toward a more realistic appraisal of the situation, and when used as a part of the orientation and training programme would help to sensitized the prospective development workers to the realities of the field.

It is proposed to gather together fifteen to twenty case studies covering different aspects of the Community Development Programme in one volume. Out of these, six studies will be done by the Director of Research and his associates at the Central Institute, and the rest will be done by trained research staff at the various Orientation and Study Centres and the Social Education Organizers' Training Centres of the Ministry of Community Development and Cooperation. The Institute hopes to be able to utilize the rich experience available to it through the directing staff of the different training centres. Cooperation of the Universities will also be sought for collecting useful material. The Volume will attempt in some measure to give representation to the different cultural regions of the country.

The following tentative list of case studies is suggested:-

1. Improving Agricultural Practices in a village;
2. Setting up a Community Centre;
3. Mobilising Voluntary Labour in the village;
4. Introducing Better Maternity Practices;
5. Initiating a Programme of Environmental Hygiene;
6. First Steps in Youth Organisation;
7. Social Education and Village Adults;
8. Improving the Village Cattle;

9. Group Dynamics and Democratic Decentralization;
10. Problems and Possibilities of Cooperation;
11. Training Village Leaders; and
12. Techniques of Communication: Case study of a Communication Programme.

In addition to these, studies of one 'Unsuccessful' major field functionaries such as the B.D.O., A.E.O., S.E.O., Mukhya Sevika, V.L.W. and Midwife may also be attempted.

For case studies 1 to 12, the following outline for case studies of a project is suggested:

1. Introduction;
2. Why and How of the programme;
3. Existing Practices;
4. The project Begins;
5. The Course of Events;
6. Results: An Evaluation;
7. Analysis; and
8. Conclusions;

Part I of each study will briefly introduce the setting; highlighting the special characteristics of the culture and society in which the programme of action under study was intimated.

Part 2 will be devoted to a brief but clear explanation of the aims of the particular programme under examination. It should also include a statement of the techniques and strategy to be employed in the implementation of the programme.

(3) This will be followed by a careful account of the existing practices in the general area in which the particular innovation under examination was introduced. It is necessary to describe here the traditional and the culturally valued practices first and then to move over to the measures of change introduced before the commencement of the Community Development Programme. It is most essential to obtain the people's evaluation both of the traditional practices and of the earlier efforts to bring about change. 'The good' and 'the bad' in each according to the people's evaluation must be clearly brought out. It would also be desirable to find out if they perceived the necessity or desirability of bringing about any change in the existing practices.

"EXTRACTS"

## CASE STUDIES RELATED TO EXTENSION PROGRAMME

" Case studies are recognized as a useful diagnostic tool in understanding to the total remicications of any situation involving complex human inter-action. Their utility as instructional aids is also universally recognized. Two excellent examples of such case studies are Human Problems in Technological Change edited by Edward H. Spicer, and Health, Culture and Community edited by Benjamin D. Paul. No comparable studies of the human problems involved in concrete action situations arising in the process of rural community development in India are in existence at present. A collection of such systematic case studies would contribute toward a more realistic appraisal of the situation, and when used as a part of the orientation and training programme would help to sensitized the prospective development workers to the realities of the field.

It is proposed to gather together fifteen to twenty case studies covering different aspects of the Community Development Programme in one volume. Out of these, six studies will be done by the Director of Research and his associates at the Central Institute, and the rest will be done by trained research staff at the various Orientation and Study Centres and the Social Education Organizers' Training Centres of the Ministry of Community Development and Cooperation. The Institute hopes to be able to utilize the rich experience available to it through the directing staff of the different training centres. Cooperation of the Universities will also be sought for collecting useful material. The Volume will attempt in some measure to give representation to the different cultural regions of the country.

The following tentative list of case studies is suggested:-

1. Improving Agricultural Practices in a village;
2. Setting up a Community Centre;
3. Mobilising Voluntary Labour in the village;
4. Introducing Better Maternity Practices;
5. Initiating a Programme of Environmental Hygiene;
6. First Steps in Youth Organisation;
7. Social Education and Village Adults;
8. Improving the Village Cattle;

9. Group Dynamics and Democratic Decentralization;
10. Problems and Possibilities of Cooperation;
11. Training Village Leaders; and
12. Techniques of Communication: Case study of a Communication Programme.

In addition to these, studies of one 'Unsuccessful' major field functionaries such as the B.D.O., A.E.O., S.E.O., Mukhya Sevika, V.L.W. and Midwife may also be attempted.

For case studies 1 to 12, the following outline for case studies of a project is suggested:

1. Introduction;
2. Why and How of the programme;
3. Existing Practices;
4. The project Begins;
5. The Course of Events;
6. Results: An Evaluation;
7. Analysis; and
8. Conclusions;

Part I of each study will briefly introduce the setting; highlighting the special characteristics of the culture and society in which the programme of action under study was intimated.

Part 2 will be devoted to a brief but clear explanation of the aims of the particular programme under examination. It should also include a statement of the techniques and strategy to be employed in the implementation of the programme.

(3) This will be followed by a careful account of the existing practices in the general area in which the particular innovation under examination was introduced. It is necessary to describe here the traditional and the culturally valued practices first and then to move over to the measures of change introduced before the commencement of the Community Development Programme. It is most essential to obtain the people's evaluation both of the traditional practices and of the earlier efforts to bring about change. 'The good' and 'the bad' in each according to the people's evaluation must be clearly brought out. It would also be desirable to find out if they perceived the necessity or desirability of bringing about any change in the existing practices.

Under part 4 graphic details should be provided regarding the actual beginnings of the particular project. It would be useful to have full details regarding the type of preparation what was made for introducing the new ideas and techniques, The frame of mind with which the C.D. staff approached the problem, especially the degree of optimism, indifference or pessimism with which they started, will have to be carefully recorded. This section should also include some account of the predisposition of the representative segments of the people towards the project.

The 5th part will require very careful treatment. While conducting research all possible details must be obtained regarding the course of events connected with the specific project. This will perhaps be the most important part of the study, as the evaluation, analysis and conclusions will be largely dependent upon it. In the final write-up only the major trends will have to be highlighted, but this should not dissuade the research worker from collecting details which he might at the time of investigations consider to be irrelevant or unessential. Having traced the beginnings in the earlier part, this section should bring the story upto-date taking in as many ramifications and latent human factors as possible.

The evaluation in part 6 will require considerable discretion. It would be useful to obtain the evaluation of the C.D. field staff working on the project, for the superior officers and also of the village people. Most important, however, will be the research worker's own evaluation, both in terms of the tangible and intagible gains achieved. Targets realized at the expense of extension principles should be specially noted. What part of the experiment will have an enduring effect should also be assessed

An analysis of the causes of successes and failures involved in the experiment should be attempted in part 7. Few experiments can be an unqualified success; but the failures are no less important for the C.D. programme. Human and cultural factors underlying them, as well as contradictions within the administrative system, lack of timely administrative support, failure to establish communication etc. should all be carefully analysed.

9. The concluding part should bring out the lessons of the case study for the C.D. Programme in general and for its instructional arm in particular. It is suggested that parts 6,7 and 8 should be adequately discussed between the research worker/workers, other instructional staff of the Centre and some inteligent and perceptive officers actually involved in the implementation of the programme. The Central Institute will lend its full cooperation in evaluating these parts of the case studies.

The case studies pertaining to 'successful' and 'unsuccessful' functionaries will be somewhat more difficult, for we do not have any objective indices of measuring success or the lack of it. Your suggestions regarding objective criteria of success, and the most desirable attributes of personality, as well attitudes will be most welcome. To begin with we may start with the assumption that a successful functionary is essentially interested in the extension approach, but he is also realistic enough to get along well even with those who have a different approach; who while educating the people, does not show a total disregard to the targets set for him.

For each case study of this type the following outline is suggested:-

i) Background of the individual. Please provide some biographical details, covering social cultural, educational and economic background.

ii) Training and job experience before entry into the C.D. Programme.

iii) Individuals' self-image before entry into C.D. Programme. This should include a comprehensive picture of his ideas and attitudes, and a detailed examination of what he expected the new job to be.

iv) Training: its impact on outlook and personality; its success and failure according to the individual. Indicate if it changed in any measure the trainees' self-image.

v) What he expected to find in the field? and what he found?

vi) Three success stories and three stories of failure in the field. Let the individual concerned select them, with your guidance if any.

vii) Analysis.

viii) Conclusions."

x x x x x

x x x x x

"The case study method has been used widely both in the natural and the social sciences. As a method in social research it involves the collection and analysis of data covering one or more phases in the life process of a unit in all its ramifications against its cultural setting. The units for such studies may range from an individual to a nation, taking in between a family, a group, a social institution or a community also. They are often focused on one or more specific problems, which are examined as a process through time. The multiplicity of individual experiences, human factors and social forces entering the situation under study are thoroughly examined in their various interrelationships. The picture that emerges out of such a study vividly illustrates the various dimensions of the situation and can be a valuable diagnostic aid.

Four important characteristics of case studies deserve to be noted.

First, case studies are not trait studies. They do not seek to examine particular traits or attributes, but explore the entire range of social phenomena associated with a particular situation. Particular traits are of inter only in their interrelationships with other traits; the whole being more important than its constituent parts.

Secondly, case studies are not mass studies; they have a specific focus. From the beginning to the end the unit of study remains a constant point of reference.

Thirdly, while digging deep case studies dig wide also. They analyse a problem in depth; also at the same time searching far and wide for its ramifications. These two characteristics go together in a good case study.

Fourthly, case studies are process studies. They do not invariably describe a situation at one point of time; they are interested in examining a process or processes. They offer a more or less continuous chronological picture of the different stages of a process.

It may also be added that while case studies emphasize the qualitative aspects, it is not impossible to subject them to quantitative analysis. This can be done to a limited extent by adopting rigorous sampling procedures in the selection of cases and by standardising the free responses of respondents into fixed categories. However, qualitative case analysis by itself has an important place in social research.

Case studies often succeed where the more formalised and structured methods of research fail. Casual observation is never adequate for the comprehension of a complex situation. Structured methods can, on the other hand, highlight the more important latent and manifest dimensions of a situation; some of the finer aspects that can be covered by the case studies are missed by them. In any case, structured methods of research require considerable exploratory work, and a few representative case studies undertaken during this phase can provide a solid base for the construction of the instrument to be used. The time aspect in the development of a process and the chain reactions involved in it can also be satisfactorily covered in case studies.

Case studies offer several other advantage and are useful in a variety of ways. They give concretness and reality to problems, situations and solutions. Human factors involved in a situation are clearly brought out through them. Significance of several factors that are often dismissed as common place emerges clearly in such studies. They showthe continuity of development and illustrate how activity and interaction unfold themselves. Through them one can develop an understanding and appreciation for the successes and failures of the ways in which people handle situations - how problems arise and howthey are solved. As instructional aids they are invaluable, for they present easy-to-grasp real and concrete situations rather than difficult abstractions.

Not withstanding these advantages, case studies have certain serious limitations also. In their very nature they provide only particularized data, and as such it is necessary to resist the temptation of generalizing too much from them. As finished products they may appear to be deceptively simple, but the work involved in them is extremely time-consuming and requires a great deal of training and experience. Because of their diagnostic aspect it is extremely unsafe to leave them in the hands of raw and immature investigators. Being in most part descriptive, the theortically oriented do not find them sufficiently rewarding.

The advantages of case studies appear to outweigh their limitations.
If cases are chosen with discrimination and the studies are done with care, they can be expected to yield valuable results."

x x x x x

x x x x x

The case study should be distinguished from the case record as the latter is used in social work and related fields. The case record is primarily an administrative document in which information about a single client or "case" is cumulated; the case study is a method of research.

The case study method can be contrasted with the survey. The survey proceeds by collecting a relatively small amount of information from each of a large number of units; the case study attempts to collect a large amount of information about a single unit, whether that unit be a person, a family an organization or an institution. In general case studies rely less on the techniques of interviewing and quantification than do surveys; on the other hand they rely more heavily on such techniques as observation, comparison,content analysis.

The essential feature of the case study is that the object or event under scrutiny is regarded as a unit. The unit may have component parts, but if attention is given to them ( as it is likely to be ) they are viewed as components rather than as individual units in their own right. The case method, as it operates in the area of research in Social situations,his admirably illustrated in Benjamin Paul's Health, culture, and community which presents a series of case studies at the community level from many parts of the world.

While the case study is probably not as frequently encountered in social research as other methods, it is a valuable method for certain purposes.

1. It can yield valuable data about the unit studied, giving greater insight and more depth of understanding than in possible from survey data.

2. It can provide a basis for diagnosis of problems and remedial action. ( A study of a single clinic or primary health center might yield valuable clues as to how it might more efficiently perform its functions)

3. It can supplement the findings obtained by other methods. A combination of survey and case study could for example provide more information about a population of interest ( say, a group of people using family planning methods) than either method could alone.

4. It can give deads to hypotheses and problems that can profitably be studied by other methods.

Case study also has its limitation. A single instance may or may not be representative of a larger population. And by its focus on a single unit, the case study necessarily is concerned with the unique rather than with the common or uniform. Quantitative checks are difficult to make and a greater reliance (comparatively) has to be placed on the skill and competence of the investigator. Ordinarily, generalizations cannot be made because the method provides no clues as to how representative the single case may be of a larger population. (An exception is provided through the Q technique as it is developing in psychology which permits statistical manipulatins on the responses of a single individual)".

- N.I.C.D., Rajpura

x x x x

"A case study may deal not only with an individual but with almost any unit-a classroom, a school system, a city, or even an epoch in history. Its distinguishing characteristic is that it emphasizes the total situation. In so doing, it describes a situation or a sequence of events leading up to some particular behavior. The case study method is to be contrasted with statistical methods which yield averages and in which departures from average in one direction tend to be offset by departures in the opposite direction.

Case studies imply an intensive investigation of a particular situation. One advantage of such an investigation is that it may expose a new relationship whose extent may then be measured by statistical techniques. Another advantage of such a study is that the researcher, if he selects a case which he believes to be typical of a class, may use his findings from this one case to form the bases for generalized hypotheses."

- J. Francis Rummel
"An Introduction to Research Procedures in Education"

x x x x x

x x x x x

" Case study is a method of exploring and analyzing the life of a social unit- be that unit a person, a family, institution, culture group, or even an entire community, Its aim is to determine the factors that account for the complex behavior patterns of the unit and the relationships of the unit to its surrounding milieu. Case data may be gathered exhaustively on the entire life cycle or on a difinite section of the cycle of a unit, but always with a view of ascertaining the natural history of the social unit and its relationships to the social factors and forces involved in its environment. In other words, through the case method the social researcher attempts to see the variety of factors within a social unit as an integrated whole.

Since case studies require painstaking exploration of a variety of data, only a limited number of cases can generally be explored intensively by a researcher working alone. However, should his case studies lead him to a significant discovery- such as the relationship between recidivism and type of institutional care- that discovery can then be followed up by extensive research. Frequently

researchers examine numerous instances in order to determine the presence or absence of one set of factors. They generally apply statistical methods of enumeration, at times even measurement, to find the extent of a phenomenon and express it in numerical terms. The most meaningful numerical studies in social science are those which are linked with exhaustive case studies describing accurately interrelationships of factors and of processes.

A variety of case study materials have been utilized in social research-personal documents (generally representing the first-person account written by the subject himself or orally related by him to someone else), diaries, aut-obiographies, letters, confessions, life history data, records in the files of social agencies, and so on. All of these materials need to be evaluated carefully in terms of (1) the writer's motives in providing the record; (2) his opportunities to know the facts recorded; (3) the biases and prejudices of respondent and recorder; (4) the writer's insight into his intimate personal experiences and his ability to describe them. In certain kinds of psychosocial research, biases, prejudices, misjudgements, defenses, and suppressed and misrepresented data may be of value since they help explain the conduct of the respondent. The nature and sources of the data should be critically judged with the same thoroughness used when historical sources are examined."

\- Young
" Scientific Social Surveys
and Research "

xx xx xx xx

The essential procedure of the case-study method is to take account of all pertinent aspects of one thing or situation, employing as the unit for study an individual, an institution, a community, or any group considered as a unit. The case consists of the data relating to some phase of the life history of the unit or relating to the entire life process, whether the unit is an individual, a family, a social group, an institution, or a community. The complex situation and combination of factors involved in the given behavior are examined to determine the existing status and to identify the causal factors operating.

Some writers have made a distinction between the terms case study, case work, and case method. As defined above, case study means intensive investigation of the particular unit represented. Case work refers especially to the developmental, adjustment, remedial, or corrective procedures that appropriately follow diagnosis of the causes of maladjustment or of favorable development. For example, social case work consists of the processes and procedures necessary in rendering service, financial assistance, or personal advice to individuals by representatives of social agencies, with due consideration of established policies and individual need. Case study and case work, even through they may not be done by the same person or agency, are complenmentary processes.

<u>Relation of case study to other research procedures.</u> Case study as an investigational procedure frequently employs supplementary or complementary techniques. To trace successfully the life history of an individual or the developmental processes of an institution or a community depends on judicious use of the sources and principles of historical research. Case study fréquently utilizes such data-gathering instruments as tests, questionnaires, check lists, score cards, and rating scales. Direct observation is essential in most instances. The interview may servé as a device for observation of symptoms, collection of data, diagnosis, treatment, and follow-up. Certain of the developmental case studies are also genetic in character, as when tracing the growth of individual children, although ordinarily the movement of the case study is backward and that of the genetic method is forward. Statistical techniques are employed when cases are classified and summarized to reveal frequencies, types, trends, uniformities, or patterns of behavior. The statement of the relationships between case study and other problem-solving approaches emphasizes once more the complementary and supplementary uses of research techniques.

<u>The cycle of case study and case work.</u> Analyzed in specific terms, the complementary steps in the cycle of case study and case work are as follows:

1. Recognition and determination of the status of the phenomenon to be investigated; for example, reading disability.

2. Collection of data relating to the factors or circumstances associated with the given phenomenon; factors associated with learning

difficulty or reading disability may be physical, intellectual, pedagogical, emotional, social, or environmental.

3. Diagnosis or identification of causal factors as a basis for remedial or development treatment; defective vision may be the cause of difficulty in reading.

4. Application of remedial or adjustment measures; correctly fitted glasses may remove the cause of the poor performance in reading.

5. Subsequent follow-up to determine the effectiveness of the corrective or developmental measures applied.

- Carter V. Good
Douglas E. Scates
" Methods of Research"

-.-

## STAFF PROJECT

## CASE STUDIES

In order to improve the quality of teaching at the GTCs there is need to study the method of approach, individual background, attitude, work load and problem of teaching of each Instructor.

During the village practicals, the consultant is able to find a good opportunity to collect information regarding the Instructors in his group. A suggestive guideline is given below. Each consultant will kindly collect information on points that he considers necessary for the objective in view and write a case study on each trainee.

The case studies alongwith the information collected, the analysis and the suggestions should be written out on separate papers. These efforts of the consultants will be published in the Summary Record with their names. These studies should be comprehensive covering all aspects of the Instructor in question. Emphasis should be given to study the attitude, the methods of teaching, preparation for each class and the initiative of each Instructor. The interviewing technique will be adopted and responses recorded by the consultants themselves. These guidelines should not be given to be filled in by the Instructors.

The objectives of these studies are as follows:

1. To gain insight into the method of approach and the attitude of the Instructor of the G.T.C. with a view to suggest ways and means of improving their quality of teaching.

2. To collect information that will be pertinent to make decisions regarding the methods to be adopted to improve quality of training at the G.T.Cs.

3. To provide samples of case studies for guidance to the trainees and the G.T.Cs.

4. To get better acquainted with the background and the working conditions of the Instructors at the G.T.Cs.

## SUGGESTIVE GUIDELINES

1. Name of the Instructor.

2. Name of the G.T.C.

3. Background-

| Age | Education | Subjects & interest. | Hobbies. |
|---|---|---|---|

5. EXPERIENCE

| Posts held | Place or Department. | Duration |
|---|---|---|

6. SELF-IMAGE

Instructor's self-iage before entering into the training programme - his interest, aptitude and ideas - what were his expectations?

7. A description of the actual situation he has faced? How far has his training helped in his job? What a re some of the experiences he has had that have changed his self-image.

8. WORK LOAD OF THE INSTRUCTOR

| Areas | Hours |
|---|---|
| a) Theory classes (per year) | |
| b) Practical classes (per year) | |
| c) Co-curricular activities such as games, cultural programmes, library, panchayat etc. (per year) | |
| d) Office work (per year) | |
| e) Others<br>(i) Library & self study.<br>(ii) Treatment of the syllabus<br>(iii) Demonstrations etc. | |
| f) Peak months. | |

As far as possible a clear picture of the work load should be obtained from each Instructor. We should know exactly how much time has been spent in the regular class work, and for other aspects of the training programme. This should be worked out on a weekly basis or a monthly basis. The peak periods should be specifically mentioned when there is extra work load.

9. PREPARATION

Steps taken by him in preparing himself for the job. Regarding; books & publications etc. Guidance obtained; Lecture notes, lesson plans visual aids etc.

10. Methods & techniques he adopted in performing his jobs.

11. TREATMENT OF SYLLABUS

What are his impressions about the syllabus of the V.L.Ws(his subject only)? Is he satisfied with the method of treatment? What suggestions does he have to make this syllabus more effective? Strong areas & areas of deficiency.

12. It would be very helpful and interesting to get the views of the Instructor with regard to each aspect of training such as lectures, campus and village practicals, study tours etc. in so far as his role is concerned.

13. JOB TRAINING

What a re his views about job training? How has he been involved? What are his experiences with regard to the impact of this programme? What are some of the lacuna in this aspect of training? Can he relate some successful examples in this aspect?

14. VILLAGE PRACTICALS

What part does he play in village practicals? How does he plan items pertaining to his subject in the practicals? How does he involve the trainees - What are some of the items of impact in the village. What kind of guidance does he give? What skills are developed by this technique - What are some of the problems & lacuna, if any - What are some of the suggestions to make this item more effective?

15. CAMPUS PRACTICALS

What proportion of the syllabus is devoted to campus practicals? How does he plan this item for his subject? How are the trainees involved & what type of skills are developed - What are some of the strong points & areas of improvement?

16. His role in the following:
   a) Programme Planning.
   b) Programme execution.
   c) Evaluation of the trainees.
   d) General working of the Centre.
   e) Guidance & counselling.

17. Incentives available at the Centre.
   i) Books/literature on his subject.
   ii) Encouragement & recognition.
   iii) Publications.
   iv) Facilities - Accommodation - amenities .

   Transport
   Medical Treatment.
   Stationery.
   Educational facilities.
   Others.

18. His successful experiments in the field of teaching.

19. Areas of failure, alongwith reasons.

20. Areas of deficiency, if any.

21. Problems he is facing.

   Administrative    Academic    Others.

22. His suggestions to improve training programme.

23. ANALYSIS

After collecting the information as suggested above, in the guide lines each consultant will kindly write out an analysis of each case study. He should review very briefly the facts collected in the above proforma and bring out the significant features of this study. He should emphasize all suggestions that would help to improve the conditions and quality of training by the Instructors. Each suggestion should be supported by the information collected from the Instructors.

.. ..

# AN INSTRUCTOR IN A GRAMSEVAK TRAINING CENTRE

(A case study)

H.W.Butt

## Background

This young Instructor was born in Banaras. His father has a farm of his own. The early days of this 30 year old Instructor in Public Health of a GTC in U.P. were spent in Banaras and the Banaras Hindu University. He had studied Physics, Chemistry and Mathematics upto the Intermediate standard after which he enteted service. Later during this year he passed his B.A. with History, Politics and Sociology but missed his first class by a few marks. Some of his hobbies are reading fiction, history and politics.

## Training

In the year 1958, he got his 9 month training in health and hygiene for the Sanitary Inspector's diploma from the Public Health Institute, Lucknow. In 1960, he received a two month training in Extension at the G.T.C. of Bakshi-ka-Talab in Lucknow. In 1962, he was trained for a month in the Applied Nutrition Programme at the Public Health Institute, Lucknow. His training background qualifies him in his work as a Public Health Instructor with a brief inservice training in Extension.

## Experience

He started his service as a Sanitary Inspector in the department of Planning and worked for a period of about four years. He was keen to join a G.T.C. and was posted as Instructor, Public Health in a Gramsevak Training Centre in 1962; since then he has been working as an Instructor of Public Health for the past four years.

## His interests

While working as a Sanitary Inspector he was incharge of the sanitation of 100 villages. He had under him a vaccinator and one gangman. His main job was to attend to the drinking water supply and the hygienic conditions of the village. He did not have much office work but spent most of his time in village work. He had to tour for nearly 20 to 25 days in the month without any pre-planning. His main satisfaction during this job was the work that he could turn out during epidemics in villages. He also was successful in saturating one village in the latrine programme. One of his main interests during this work was to help the V.L.W. who was a multipurpose worker in his duties in the village.

He soon got tired of the din and hustle of his previous job and became interested in working in a quiet place. His interest in reading attracted him towards the G.T.C. In the field he had to cycle for nearly 20 miles each day. At the G.T.C. he considers the work very light. He is satisfied with the opportunity for self study. The training he had received had come of use in his new job of teaching.

He did not seem very keen on becoming a Sanitary Inspector. He was ambitious but due to certain circumstances he had to content himself with his present lot. He has drifted to this job unwillingly. It was not his choice in the beginning.

Work load

He considers his teaching load at the G.T.C. to be extremely light. On the whole the job itself does not take much of his time. He has an annual work load of 150 periods of theory classes and 94 periods of practical classes of 45 minutes each. The total number of actual working days roughly works out to 250 during the year. He spends a little time for office work, campus sanitation, library and self studies. He is incharge of the dispensary for which he has to spend about three hours per day. His job in the dispensary is to supervise the compounder and to attend to common ailments. He spends an hour per day taking rounds of the campus in connection with its sanitation. For office work he spends half an hour per day and one hour in the library for self study. On alternative days instead of the dispensary he spends about two and a half hours for practicals.

Thus his teaching work load amounts to about an hour per day in addition to two and a half an hours for practical work once or twice a week. Most of his time is spent in the other responsibilities given to him with regard to the dispensary and the sanitation of the campus.

Preparation for teaching

He has prepared his basic lecture notes in the very beginning when he joined the G.T.C. He made full use of books, publications, journals etc. related to his subject. He has also prepared lesson plans in accordance with the syllabus. He usually devotes nearly half an hour to one hour each time for preparing the lesson before he goes to the class. Talking points are prepared each time afresh. He utilises the library hour for his professional reading as well as his general knowledge.

He does not have any difficulty in teaching or in collecting information regarding his subject matter. He very seldom takes the help of the district officer who is easily available. Regarding the use of audio-visual aids he is trying to utilize the material already available at the centre. He is interested in using the epidiascope and printed charts that are supplied by

outside agencies. He has not made any attempt to get visuals prepared by himself or by the help of the V.L.Ws.

Methods adopted

According to him the methods depend upon the type of class he is to address. For the preservice trainees he usually depends on class room lectures; for inservice trainees he includes discussions with the lecture. During the lectures he makes use of film strips and charts.

For the practical demonstrations, he prepares the equipment in advance. Most of the work is taken up by the V.L.Ws. themselves. Guidance is given by him. During the practicals, assignments are given to the whole class at a time. Practicals in his subject matter are not labour oriented. Each practical is already covered during the theory classes. Practicals are arranged only after the theory portion has been completed. An attempt is made to involve each trainee equally and opportunities are provided to encourage leadership.

Treatment of the syllabus

In the syllabus very little importance is given to Public Health. The main emphasis is on agriculture and animal husbandry. During the year he has 50 periods of theory and 30 periods of practicals on the whole. The weightage for Public Health in the syllabus is roughly between 5 to 6% when compared to other subjects. In this coverage the essential areas of public health are given full justice. The comparative studies and other theoritical background are deleted. Simple and direct information regarding the jobs to be performed by the VLWs are included in the syllabus. Essential items in sanitation such as cleanliness, hygiene, construction of latrines, soakage pits, nutrition, family planning etc. are included. He has the liberty to make necessary changes in the treatment of the syllabus within the ceiling fixed for his subject. He feels that the VLW does not encounter any difficulty in the field after being exposed to this type of syllabus. One of the factors that makes him uneasy is that of very little attention is given to public health by the VLW when he is posted to the field. Most of the study tours are basically oriented towards agriculture and Animal husbandry. Public health does not find any place in this item.

Job training

The planning of this programme is always done in advance according to the requirements of the VLWs and the essential demands of the villages. During this programme emphasis in subject matter is confined to environmental sanitation of the Applied Nutrition Programme. While preparing the plan for his subject matter in job training the seasons are taken into account. He personally feels that the VLWs should learn more of a subject matter only

when a comprehensive approach to cover all the items is made. Much depends upon the field conditions but the main draw back is that Public health has a very minor role to play in the main functions of the VLW. The chief item for job training as far as the subject matter is concerned is A.N.P. Much attention is given to the educational side of this programme. The only success he can think of in Public health is the medicine chest and the treatment of simple diseases. In this item the VLWs make use of the training they receive and are able to do a fairly satisfactory job. Another aspect is vaccination and disinfection which are done successfully. Jobs involving money especially constructional work usually are a failure.

Village practicals

Public health does not find a place in the programme of village practicals as the main emphasis is on agriculture. It is only during the planned field visits, that is the one day trips when items such as vaccination are taken up. As far as guidance is concerned he feels it necessary to give technical help when the VLW needs it in the field. In problems of approaching the farmers he is also able to help the VLWs. On certain occasions sanitation drives are successful with the help of school children and villagers especially during Diwali.

Campus practicals

Nearly 30 periods a year are devoted in campus practicals. In these practicals opportunities are given to develop skills in first aid etc. as well as to take the VLWs round the Primary Health Centres and for A.N.P. programmes. Planning of these practicals is made in advance and an attempt is made to involve the trainees in the actual performance.

His role in the training programme

a) Programme planning and execution

The responsibility of conducting the course of Public Health is entrusted to him. He prepares the break up of the periods etc. for the entire year and prepares the monthly time schedule for all subjects for one class.

b) Evaluation of the trainees

As far as the final examination is concerned, he has nothing to do with it as this is entrusted to the ext ernal examiners. He assists the external examiners in this evaluation which carries about 20 marks in theory and 15 for practicals. In addition to the actual examinations, three quarterly

tests are held for which 15 marks are given for theory and 10 for practicals. Out of the 10 days devoted for these periodical tests, two periods for theory and three for practicals are allotted to Public health. He sets the questions on the areas already covered. The general pattern of the evaluation of the VLWs works out to 5% failures, 30% outstanding and remaining average. During his time at the GTC only three boys failed in all subjects but only one has failed in Public Health for want of one mark. He gives more attention to students who are weak. Extra time is spent for this purpose. The boys respond very well. One case stands out very prominently in his mind of a trainee who was extremely dull. With a little extra attention this trainee did outstandingly well. He considers the present method of holding examinations to be satisfactory. He feels that those who do very well in the final examinations are not so effective in the field.

c) <u>General working</u>

He seems to be satisfied with the general working of the training centre as he cannot do much about it. In his subject matter he does not seem very much concerned because the VLW does not give as much attention and importance to Public health due to the emphasis on agriculture and animal husbandry.

d) <u>Guidance and counselling</u>

It has been the practice to attach 7 to 8 weak trainees to him and other Instructors. He devotes extra time to help these trainees to do better in their work. In addition to this, according to the ward system another 7 to 8 trainees are attached to him. He has to spend time during the holidays and Sundays to get in touch with these trainees. He goes into details of personal problems and also gives his report to his colleagues who can be helpful in such cases. He seems to be of the opinion that no difficult problem cases ever came up for which the solution could not be found.

<u>Incentives</u>

He does not see any incentive at all in his work. He is not very interested in the work at a G.T.C. nor in the field. He is equally capable to do either job. He has no preference at present. What is important to him is a good administrative set

up. He is keen to work in a place where there are no problems. He feels that there are hardly any chances for promotion both at the G.T.C. as well as in the field. He thinks he has received more recognition in the field rather than in the G.T.C. because of the wider scope of work. He has not published any articles etc. but would like to do so. One of the barriers that keeps him from such publications is that he is not sure he can write well.

He is satisfied with the facilities available at the G.T.C. The question of schooling does not arise at present because he has only one child who is 2½ years old. There is no difficulty of medical facilities because the GTC is situated at a district headquarters.

## Success and failures

He has not been able to record any success because he feels that his trainees work in a different atmosphere. After the training there is no opportunity for a follow-up. The only chance he gets to meet with his previous trainees is during the inservice training programme. In his assessment some of them are good and some of them are not satisfactory.

He does not consider that he has faced any failure in his work. He has the confidence of doing any job that is entrusted to him. He does not feel that he has any areas of deficiency.

## Problems

In general he is of the opinion that he has no problems. His main attitude is not to interfere in others' work. He prefers to keep to his own job. One of the reasons of having no problems is the peaceful atmosphere at the G.T.C. He likes to keep aloof and reserved. In general he does not feel very happy regarding his present situation. He is not aiming at anything else as he does not think that it would be feasible in the present circumstances. Government service to him is not the ideal place to be in. A free atmosphere can bring out his capabilities better. He can work more efficiently if there are no restrictions. He cannot expect such an atmosphere at the G.T.C. nor in the department.

## How to improve the training programme

The V.L.W. after his training is not able to do a satisfactory job. The main reason for this he points out is that the training at the G.T.C. is not field-oriented. The training in itself is good but the problems of the field cannot be covered during the training programme. One of the main reasons of the V.L.Ws being ineffective is that the original stuff is very poor. The only way to make the VLWs more effective is to make the training more field-oriented.

Analysis

The Instructor has worked for four years both in the department and at the GTC. He has equal experience of the field as well as of the training centre. He has drifted into the subject of Public health. This was not his choice. The force of circumstances changed his plans. He seems to be of a calm and cool temperament. He is realistic and can understand his own potentialities and limitations very well.

As far as training is concerned, he has had the maximum that is needed for the job. The amount of work expected from him does not call for any further specialised training.

He has made use of his spare hours for passing the B.A. examination in subjects that are not connected with his present profession.

He came to the G.T.C. in the hope of having a quiet atmosphere as he prefers peaceful life. After working for four years at the G.T.C. he now does not seem to be too happy with the type of work he is doing.

His disappointment stems from the lack of incentives and better prospects. He does not complain of lack of facilities. This is not his problem. The main problem seems to be that he is not very happy with the subject that he has taken up and the job of work that he is doing.

One of the factors that disturbs him is the light work at the G.T.C. One period a day is too little to get him satisfied. He does not feel satisfied with the extra curricular work entrusted to him. He knows very well that with the emphasis on agriculture it is not possible to allot more time or weightage for his subject.

He does not have any specific suggestions to improve the training programme because he does not include himself and his subject as an important part of the G.T.C.

Because of the lack of interest in his field he cannot stress on any successful experiments or failures in his work. He does not face any problem because of the light hearted approach he has adopted towards his job.

In his suggestions he has nothing specific to offer but he still feels that the V.L.W. is not effective as he should be in the field. One of the reasons for this he points out is that the training is not field-oriented and the lack of follow-up.

Suggestions

The small weightage given to Public health in the syllabus

of the VLWs training programme is the main cause of the lack of interest of this Instructor. He should be utilized in other fields so as to give him adequate work that could satisfy him.

Some more responsinilities should be placed on this Instructor to make him feel he is accomplishing more.

Some avenues for promotion or incentive should be planned in order to create interest in such individuals.

The question of unbalanced weightage and equal use of the instructional staff needs to be examined.

Arrangements for a follow-up of VLWs working in the field should be helpful to give the instructors an idea of the impact of their training.

More emphasis on the problem-oriented approach and the practical application of subject matter is needed.

Collective projects for cooperative investigation by the instructors themselves will increase more interest in the working of the G.T.Cs. such as village improvement plans, demonstrations and the like study circles, selected readings, case studies, writing of leaflets etc. will give deeper insight and will result in improving the quality and attitude of the instructors as a whole.

.. .. ..

# AN INSTRUCTOR IN A G.T.C.

( A CASE STUDY )

C.L. Gupta

A teacher aged 32 years dealing in Public Health in a G.T.C. of U.P. for the last 10 years was interviewed to seek his opinion regarding the training programme in the light of his back-ground of education, family, training and built in attitudes. This is a gist of it.

This teacher was born in 1935 in the capital of U.P. He was the first child of a contractor having an income of about Rs.2000/- p.m. The joint family consisted of about sixty persons including four grand fathers and dozen of uncle etc. The family belonged to a village in U.P. with a population of 600.

The teacher was brought up in a village atmosphere, and had his primary education in the same village school. He moved to a city for his secondary and intermediate education.

The joint family broke up at this juncture of his life. There was division of property. Abolition of zamindari mahajani and heavy losses in the contract business, denied him the much desired college education. A gloomy atmosphere set in regarding his ambition. He had no course but to seek employment wherever it came from. He got a part time job and earned some money. With this limited money, he managed to continue some of his interests. He secured admission in the Provincial Hygiene Institute of Lucknow for Sanitary Inspectors' course and passed it successfuly. He joined the Block in U.P. as Sanitary Inspector in 1956.

## A Day Dreamer

Social work has been a creed with this teacher. As a intermediate student he had helped in the set up of a library in a village. He was deeply interested in the social work. This was his dream. A.D.O.(PH) provided him this opportunity to fulfill his dream.

## Hard work brings him to GTC

The first year of the job was a tough year. It required hard work and he met the challange successfully. His hard work brought appreciation from his bosses. Principal

of a GTC recommended his name for the training centre where Sanitary Inspector's refresher course was to be organised. Thus he become a teacher in 1957, in a GTC.

Expectation from the Job:-

In his own words this is what he expected from his job. "I joined the job with the expectation that it will give me atleast bread and butter. There was no scope of promotion in Public Health Department. But as my services were transferred to the training centre there was hope for promotion".

He was right in his presumptions, his hard work and sincerity brought him the much wanted promotion to the post of B.D.O. (ETO) in 1962 in an officiating capacity. He is continuing in the same capacity till today (1967).

Influence of Marriage:

This teacher was married in the year 1957 and this had a profound effect on his way of thinking. He became more pragmatic in his wordly approach. He was no longer a day dreamer. The realities of life forced him to suppress earlier ideas of social service and adventure. However he was interested in the social uplift of the rural masses. He wanted to work as a teacher or as a social worker. He had seen the insanitary conditions and poverty in his village. He was worried about the backwardness of the masses. In his own little way, he wanted to do something to improve these conditions. He was interested to play his role.

He received a good response on his initial appointment as Sanitary Inspector. His Deputy P.E.O. and the Principal, of the GTC who was the incharge of that Block also gave him a sympathetic welcome to his new job. The floods of 1960 in his area gave him a chance to forget everything and engage himself in the relief work that brought popularity to him both among his colleagues and the people with whom he worked. It gave him confidence.

Training Received:

| | |
|---|---|
| a. Bakshi-ka-Talab | In the year 1957. He received two months training. |

| | |
|---|---|
| b. Training in Family Planning | He received 15 days training at Bakshi-ka-Talab in the year 1958. |
| c. Training in Extension Education | He received 10 days training in 1959 at work seminar at Hyderabad organized by Directorate of Extension Ministry of Food, Agri., Government of India. |
| d. Training in Refresher Course | He received one month training in the year 1961 in refresher course at Nazafgarh, Delhi. |
| e. A.N.P. Training | In 1963 he received one month training in A.N.P. at P.H.I., Lucknow. |

Experiences

After working for 14 months in a Block as Sanitary Inspector he joined the GTC as Instructor in Public Health. For the last 10 years, he is continuing in this position.

His reactions to the job

He had some difficulty in the performance of his duties in the initial stages. The requirements of the job were little different than the syllabus that he had covered in the Sanitary course. Only 50% was applicable. However, hard work and the various inservice trainings that he had received helped him to make-up this deficiency. It improved his technical knowledge and skill.

Work Load

He has no complaints about his work load as Instructor in Public Health. He gets sufficient time to do all his jobs satisfactorily.

In the syllabus he is allotted 315 periods of theory classes and 64 periods of practicals. In addition to his normal teaching duties, he spends about 2 hours a day at curricular activities. The guidance of trainees, supervision of dispensaries takes about 1/2 an hour per day each. The supervision of the camp environmental sanitation takes one hour per day.

Library, self study for his work and other Misc. activities takes about 2 hours of his time per day.

It can be observed that this teacher is left with 50% of his time for the actual class-room and campus-teaching work. However, there are certain months especially during winter at the end of the financial year of February and March when he has to work, over and above his official capacity. During these peak periods he has to look into the the programmes of Applied Nutrition Programmes, Village Youth Camps, Farmers Camp, in addition to his normal duties. He has, however, no regrets for it.

Preparation: (Syllabus in Public Health)

Public Health is now a subsidiary subject. Syllabus of the VLWs has recently been revised to fall in line with greater emphasis on agricultural production. In the opinion of this teacher whatever topics, have been included in the field of Public Health in the revised syllabus, are necessary for the V.L.Ws. In U.P., the syllabus of the VLWs is considered in a seminar of the Principals and officers connected with Training Programme at State Level. The weightage, priority, deletion and additions are made at this atage. This tentative syllabus is circulated among the Instructors of GTCs. These Instructors give their syggestions for deletion and addition of topics in their subject-matter areas which is again considered by the conference of the Principals and the State Officers. This teacher expressed the opinion that even after this, the Instructors are free to make necessary changes in consultations with the Principal of the GTC depending upon the local conditions.

Lesson Plan:- Lectures - Visual Aids:

This teacher tries to keep himself up-to-date in the subject-matter knowledge. He goes through the booklets, seminar reports, periodicals and other departmental instructions. He uses lecture method followed by discussion for most of his topics.

He feels that visual aids have their own importance and he uses some of them like flash-cards, flannel strips, models, slides and opaqure projector.

Village Practicals:-

The teacher is not satisfied with the performance of the trainees with regard to village practical items in public health. The trainees do not pay much attention to this subject in village practicals as there is more emphasis on programmes connected with agriculture. As Instructor in Public Health he is responsible for the items like PRAI latrines, disinfection of wells etc. He has been successful in the last 2 items during his village practicals.

Job Training

Whenever the trainees are posted under job training a few villages are allotted to him also for complete supervision and guidance. However, in Public Health, he guides every trainee in each village. In his opinion only 10-12 percent of trainees take interest in the programmes of Public Health. Some of draw-backs of the job training as innumerated by him are as under:-

1. The villages are fed-up with the posting of trainees.

2. There has been much emphasis on writing of reports for evaluation and examination purpose. This involves lot of paper work.

3. The trainees somehow know that they are sure to get a pass.

4. Lot of time is spent in making arrangements and to maintain supply-line in which there are too many failures.

Inspite of all these there have always been some good cases of trainees who have done some good work during their job placement.

Incentives:

This teacher is hard working has an attitude in social work has done something worth appreciating during his period of service. He did receive some encouragement and recognition of his work but this is not true in every case. The incentives and appreciation for a teacher in a GTC do not depend only on the sincerity and merit of work. There are certain other factors which influence the evaluation of teachers in a G.T.C. like officers mood, his likes and dis-likes, his own interest in the Training Programme and his feelings for the subordinate staff.

When discussed about his future; he was not able to give a satisfactory picture. He summed up his feelings in one sentence, "future is dark and we are always worried".

Analysis

From the above data the following infrences can be deduced;-

1. This teacher is hard working, he has an aptitude in social work.

2. The attitude of a teacher has a bearing on his success in a Gram Sevak Training Centre.

3. Audio Visual Aids are used casually in the course of teaching.

4. The programme of inservice training is useful to sharpen the technical knowledge and skill.

5. In U.P. the break up of the syllabus of Gram Sevaks in taken up in consultation of Principals and Instructors of GTCs. The placement of trainees in the villages during job training need to be considered.

6. The Public Health as a subsidiary subject creates some psychological barrers in the minds of students and they are not able to do full justice during village practicals and job placement.

7. Whenever, new subjects like family planning and applied nutrition programme are introduced in the syllabus the teacher concerned may be given subject-matter training in such courses. These courses have proved useful.

Suggestions ( For the GTC Principal)

1. The Principal as administrative head of the G.T.C. can look into the incentives and distribution of work-load.

2. Steps may be taken to give proper emphasis to the subject of Public Health so that members of the teaching staff and the students do not treat it as a subsidiary subject. This can be worked out in consultation with the members of the teaching staff.

3. The placement of trainees in the same villages for a continuous period during job training may be reviewed periodically. It is suggested that after certain period of time villages may be changed.

4. The Principal may take-up initiative in providing promotion to the members of the teaching staff under him. He should not leave it to the members of the teaching staff to initiate and fight for their promotions. In cases where Principal takes a direct interest in the welfare and promotion of the subordinate under him, it will go in long way to improve the morale of the teaching staff at the GTC.

5. Since the Public Health man has comparatively less load of work in comparison to persons who are incharge of Agricultural subjects in the GTC. The Principal may give him some constructive projects.

For State Government

a) More emphasis be given to provide training in the subject-matter areas of the respective teachers.

b) Seminars of the subject-matter teachers of the GTCs may be held during vacations or gap periods to improve the content and quality of the teaching.

c) More funds be allotted to enrich the library with respect to subject-matter areas.

-.-

# An Instructor in a Gramsevak Training Center

## (A CASE STUDY)

T.M.Dak

### Background

The case under study is dealing with a Public Health at the Gramsevak Training Centre, Baruat (U.P). He is young man of 28 and passed Intermediate Examination in Science with Physics, Chemistry and Mathematics. He also appeared for the B.Sc. examination but could not complete it. He appears to be an easy-going and calm person. He is interested in leading a peaceful life involving minimum problems.

### Training

He had undergone different types of training courses. After joining the service he has attended the one year course of Sanitary Instructor at P.H.I., Lucknow in the year 1957. Again in the same year he has attended two months pre-service training in Community Development at Bakshi-ka-Talab. In the year 1961 he has attended 1½ months Orientation training at Orientation & Study Centre, Nilokheri. Soon after becoming an Instructor he has attended one month's refresher course for Instructors in the year 1961 organized at RHTC, Nazafgarh. In 1962 he has attended one week training in Family Planning at RHTC, Lucknow. The training in Applied Nutrition Programme was also attended by him in the year 1962 at PHI, Lucknow.

### Experience

After passing his Intermediate examination Mr.Sharma has decided to join the service. His first appointment was on the post of A.D.C. (Health) where he has served for 3½ years. The appointment was not as a result of choice regarding his profession but he joined because he was selected for that post. In 1961 he assumed the charge of Instructor of the Public Health.

### Teaching a peaceful profession

He has developed a taste towards teaching. Of course, this is relative choice which he has given to the teaching over the field work. He feels that the teaching profession is a very settled calm and quite one. He has joined this post not only because of the higher grade but because it has a settled life devoid of much touring, better chances of promotion and higher possibilities of further development. This type of job suits him very much because of his personality formation.

After working in this field for a considerable time he is much satisfied but some other problems are also cripping in. He found that life is peaceful, free of politics to the greater extent but the life is too dull and lacks dynamism. Persons working in this area become lethargic and the growth becomes staganate. Moreover, the trends of change in the administration is very much disturbing the survival and security of his services. There used to be quite good number of periods in the syllabus of the Gramsevaks and that is why the existence of the post for Instructor in Public Health could not be challenged. But in the new syllabus a very few periods and a limited contents have been given. This has reduced the work-load of the Instructor of Public Health considerably. Similarly the agriculture is receiving 100% emphasis. All these create an impression in the mind of person dealing with Public Health that a stage may come when the subject will not be at all required and considered unimportant. This type of insecurity sometimes stimulates a person to change his existing job.

Work load of the Instructor

He has to take up about 100 periods in theory per year in all the courses conducted at this G.T.C. In practicals he has been allotted 30 periods. Besides, this assignment he has few more important assignments to complete. He is the incharge of all programme planning in which he has to plan daily programmes of the trainees alongwith the allotment of the periods and topics to the staff concerned. He is also looking after the dispensary at the G.T.C. This is one of the major assignments. He has to attend Applied Nutrition Programme in the nearby villages. The installation of the sanitary latrines is also looked after by him. This usually takes two to three hours a day. On other aspects such as Library reading, demonstrations etc. he has to devote about one hour a day. This indicates that the major area of his working constitutes the assignments not related to the class. Being a Public Health man he generally keeps himself busy in these practical field assignments.

Teaching methods

He has got all his notes prepared. The notes are detailed and comprehensive. They are basically based on the notes he has taken during his one year's Sanitary Inspector's training course. On the basis of his library reading and field experiences some modifications and alterations have also been made.

Black-board is used by him as a basic aid. Besides, it, he also uses posters and charts.

The methods he adopts are talks, talks-cum-discussions and dictation of notes. These methods have been derived from the observation of the talks and the performance of the senior staff members. He feels that dictation is necessary. The best method for him to adopt is lecture-cum-dictation method.

Demonstrations are also being conducted by him as a method of teaching. He also conducts the planned visits and provides an opportunity to see somewhere else outside the training centre.

In the beginning he was not in a position to face the class and feeling shy but in due course of time he could overcome these obstacles.

Syllabus

So far as the treatment of the syllabus is concerned he is of the opinion that the contents included in it are sufficient when compared to the jobs expected from the V.L.Ws. At the same time he also feels that the time available is too short keeping in view the syllabus. In this syllabus the 20% weightage has been given to all non-agricultural subjects of which it consitutes a part only. The programme of campus practicals are being conducted with much more emphasis than the village practicals. So far thé village practicals are concerned he has to assume more responsibilities so far his area is concerned. He has not been given a chance to work in a programme of job training.

The functioning of the Centre

He has to devote much time so far the programme planning is concerned. He is directly related with this aspect. Similarly the execution of the programme is also looked after by him. Regarding evaluation of trainees he is to conduct periodical tests and ward system in his own area of operation. As mentioned above, in the general working of the centre he is looking after dispensary, Applied Nutrition Programmes, Sanitary programmes etc.

Incentives

He gets an opportunity of having a good stock of books in the library. His services are duly recognized. Centre has provided accommodation, transport, medical facilities etc. This provides some sort of encouragement to the staff.

Deficiency areas

He personally feels that the knowledge command by him is sufficient to the needs of the Gramsevaks. However, he feels that if some refresher courses are arranged regularly, he will be required to undergo training once in every two to three years just to keep him uptodate regarding his subject.

Analysis of the problems and suggestions

As indicated above one of the basic problem which affects the training programme a lot is the feeling of the insecurity among the staff members. The case under review is also suffering to the same problem. As he is not having his deputation in the Public Health Department his services at the training centre under the

Development Department should be made permanent. Any confusion arising at the present level will naturally creates tension in the minds of the worker.

The pay scales are also not attractive to the teacher. He also feels that the chances of the promotion are very few. The problem of confirmation is also there, particularly when people have put in 8 to 10 years of services.

Generally the Gramsevaks are 3rd class matriculates. Keeping in view the syllabus the minimum qualification should be increased or Science should be one of the compulsory subjects. Proper facilities of laboratory and equipments are not available at some training centres.

It is also felt that the coordination between Principal at the G.T.C. and the B.D.O. of the adjoining block is not very much effective.

He is of the opinion that the better pay scales; future prospects, the facilities of a laboratory and other equipments, security of the services can make the programme more effective and the staff concerned more interested. As the study reveals inspite of his likings towards the teaching he could not do full justice to the job expected of. This is simply because the sense of insecurity is prevailing among the members of the staff. This can be improved upon by their fixation in the department, timely confirmation of the staff, and providing permanent footing to the training programme.

.. ..

# AN INSTRUCTOR IN A G.T.C.

( A Case Study )

C.L.Gupta

This is an attempt to find out some details regarding the individual background, attitude, workload, method of approach and problem of teaching of teachers working in the GTC. The information compiled in this report is based on personal interview with the teacher. This has not been verified from any other sources.

## Individual Background:-

This particular teacher was born on 8th July, 1939 in District of Rajasthan. He was second child of his parents who were land-lord and businessman. The approximate income of the family was about Rs.3000/- per year. Looking to the times during those days this was treated to be a good income for this small family. The family had its own residence. They had some buildings of their own in the city of Jaipur.

This particular teacher got his primary education in his own village and had his middle education with his grand-maternal uncle in a village.

He had his love for the following hobbies during his high school days: -

1. Volley-ball.
2. Writing of short stories and poems.
3. Swimmings.
4. Writing of Biographies.

## Choice of Agriculture as a profession:-

His friends and well-wishers influenced him quite a bit in the selection of agriculture as a main subject of study in his college education. In Rajasthan at that time there was a dearth of Graduates and Post-graduates in Agriculture. There was much scope for persons in this line. This aspect motivated him to take-up course work for B.Sc. Agriculture. Though, personally he was interested in the medical line and he had Science and Biology Subjects in high school but the temptation of avenues available in agriculture in the State of Rajasthan motivated him to leave the idea of going to a medical line. He completed

his B.Sc.(Agri.) in 1960.

The First Job:-

During the year 1960 when he appeared for his final examination he was informed by the Principal of his College that all the students of final year class should meet the Director of Agriculture. When he went to see him, he was offered an appointment letter for the post of Agri: Extension Officer in the State Department of Agriculture. The same thing applied to other 18 students of his class. After some initial training he was appointed as Agricultural Extension Officer in a Panchayat Samiti in District Bundie. There were about 28 trainees and they were working like a family. He had no suggestions and no regrets for this pre-service training period. He was just 21 years old at this time. This was Gazetted post.

Reactions and expectations:-

When he joined this post of Agricultural Extension Officer this was a Gazetted post, in terms of status this gave him great satisfaction. In addition to this psychological satisfaction he was expecting to be promoted as BDO or District Agricultural Officer within a period of six or eight years.

As soon as he joined the post of Agricultural Extension Officer, he was lucky to have a good B.D.O. The BDO was very sympathetic to him and helped in his official work and in other areas of his activities. He was the senior most member in the block team and therefore he was given due respect and regard. During this period he felt satisfied with the official work and the opportunities that he received. He got opportunities for free expression of his opinion. In his regular first appointment in the Panchayat Samiti he got almost a new Panchayat Samiti. In this Panchayat Samiti only one A.E.O.(Agri.) has worked just a few months before he took over. He was extremely happy to be appointed in such a Panchayat Samiti as it provided lot of scope for Agril. work.

He was very enthusiastic about his work. He visited each and every village of the block within a short period of 4 months. Actually during the first 4 months of his regular appointment, he hardly stayed at home. His interest in the work and job helped the Panchayat Samiti to raise its position from 4th to 2nd in the District during a short period of 1½ year of his stay.

He led a very happy life as AEO(Agri.). He brought his family after one year and took a separate house as the block had no buildings of his own.

His interests of high school and college days helped him to start a club especially for Badminton. He became Secretary of this club and the elite of the Samiti like SDO., B.D.O., Vet. Officers etc. became members of this club. He had a very good company in this place which has a population of about 10,000. His work was going on very smoothly. He appeared in R.A.S. Examination in 1962 and passed it but was not selected on merit.

Work-load:-

This teacher has 260 periods for all the three classes that he has to teach the three classes are i.e. the first year and the second year of the pre-service of the VLW class and the one class for inservice training. He is fully satisfied with his work-load and has no regrets. According to him this much work-load can be taken care of by the teachers in the GTCs. In addition to his regular teaching work he has to look into the programmes of Youth Clubs, progressive farmers and Applied Nutrition Programmes. Approximately four batches of Youth Club members, three batches of A.N.P. trainees come in the training centre for training programme.

Being trained in A.N.P. special periods are allotted to this teacher for these courses. He is also incharge of the GTC farm and the supervision and management of the farm takes on an average about two hours from his daily schedule.

Extension Work:-

During village practicals he is allotted a particular village for complete guidance but in the field of Agriculture, he has to go to all the villages. Approximately he has to go thrice a week. This takes about three afternoons in a week. This teacher is very active and smart. He has been the incharge of the games since he joined the GTC. Being interested in games himself he feels that the time spent on this activity is not much. Moreover, it fulfills his own interest too. Therefore, he does not treat it as an extra training activity.

Use of lesson plan - Visual Aids etc:-

The teacher believes in preparation before

going for teaching in a class-room situation. He makes an extensive use of the GTC Library for preparing his Lecture notes for regular classes. These lecture-notes are not on the line of lesson plans recommended at this Institute. These are called exhaustive notes. He consults regular periodicals, official circulars and such other materials which is available at the GTC Library and prepares detailed notes on topics, he has to teach in the regular classes. When he teaches short courses for I.S.T., he takes points out of these exhaustive notes and prepares what he termed as short notes. He does not make any use of visual aid in his class-room teaching. He had no faith in them. At the same time such materials as are available in the GTCs are used by him. He did not have any training also in the use of audio-visual materials. The library of this training centre is not uptodate. In may cases books relevant to the topics are not available. This is a short supply of periodicals. This is a hinderence in keeping the teacher uptodate.

To overcome this difficulty visit to the Agricultural College periodically by the Instructors of the GTCs can be extremely helpful. Generally, Agricultural colleges have good libraries and the visit of the Instructors to such libraries can give them a confidence in their subject-matter knowledge. The teachers can seek guidance also in their respective areas of interest from the Head of the department of Agriculture, or other members of the teaching staff in the Agricultural College.

In the Agricultural Colleges in Rajasthan large number of seminars are arranged on the special subject-matter areas. If the teachers of the GTCs are deputed frequently for these seminars, it will be extremely useful for their class-room teaching. This teacher has suggested that inter-State Seminar of subject-matter teachers of GTCs should be held once in a year to exchange ideas on various practices and experiences that they have to offer in their subject-matter area. This type of meeting would be very much helpful to enrich the content of the subject-matter and approach of the teachers for the treatment of the subject-matter to teach VLWs.

Syllabus:-

Syllabus is alright and he is satisfied with the break-up. During study tours he feels that such places should be selected where practical knowledge and examples of different propagation techniques are available. Such study tours would be helpful

to the students as well as to the teachers who would accompany these groups. During the village practicals he does not face any problem in the field of horticulture. On every Saturday the trainees go to the villages allotted to them. The planning is done by the Instructor incharge and cases where the Instructor-incharge needs the help of the other members, of the teaching staff, it is always welcome and available.

Campus practicals:-

Two hours practical-classes are regularly arranged at the campus. These practicals are kept as per requirements in the syllabus. The campus practicals are not labour oriented. These have been streamlined to make them more useful to the trainees and in almost all the cases they are related to the theory classes.

Examinations:-

There is a board for examining the VLWs. The Chairman of the board is the Joint Director of Agri. at Headquarter. All the Principals of the GTCs are the members of the Board. Assistant Development Commissioner is the Registrar of the Board. Four examinations are conducted in the two year pre-service course. First examination (weeding test) is conducted by the GTC., second by the board, third by the GTC ( Home Examination), 4th by the Board. Examiners are approved by the board just as is done in the University examinations. The staff of the Training Centre is never approved as external examiners for practicals.

Atmosphere at the GTC: -

The atmosphere at the GTC of this particular teacher is more cordial. There is a team spirit among the members of the teaching staff. Very good accommodation is available on rent. There are no problems as far as the training programmes of the VLWs are concerned. However, such teachers who have grown-up children face the difficulty of the lack of educational facilities and this creates some problems.

Analysis from the above data the following inferences can be deduced:-

1. The hobbies of a GTC Teacher influences his approach to the general training programme. We have found in

this particular case that the teacher was interested in games during his high-school and college days. This helped him to be popular with the staff and the Principal-incharge of the games.

2. The teachers are satisfied with the contents and break-up of the syllabus.

3. The lack of Library facilities can be improved by sending these teachers to Agricultural colleges periodically.

4 Inter-State Subject-matter teachers seminars may be useful to strengthened the content of the subject-matter and approach of the teachers with regard to the treatment of the same.

5. Such teachers who have grown-up children may not be deputed at such GTCs where educational facilities are not available.

6. The atmosphere at a GTC helps in toning up the morale of the teacher.

Suggestions( For the Principal GTC:)

1. In the allotment of the extra additional work, Principal should give due weightage to the interest and hobbies of the particular teacher of the GTC. This helps in creating an atmosphere conducive for the training programme.

2. Efforts should be made to equip the Library with the latest information with all subject-matter. Principal should take personal interest in the Development of the Library. He should device means to encourage improving the reading syllabus of the GTC staff. This can be done in consultation with members of the teaching staff. In such GTCs which are located near Agril: Colleges, Principal of the GTC should encourage his members of the teaching staff to visit the libraries of these colleges. This can be done during the gap periods of vacations or by sparing one member of the staff at a time by rotation. The Principal can also encourage the members of the teaching staff to consult head of the department of Agriculture and other members of Faculty whenever members of the teaching staff feeling the necessity of doing so. This should be encouraged by Principal.

3. Principal of the GTCs should take into consideration the educational facilities available near their GTC. Efforts should be made by him to provide such facilities as are possible within the rules to encourage his members of the teaching staff to avail these education facilities for their children.

4. In the absence of Educational facilities, he should not hesitate to request higher authorities to transfer such members of the staff who have grown-up children to such GTCs where the appropriate facilities for the education of their children a re available.

For the State:-

1. Inter-State subject-matter teachers seminars may be organized by the State Government to strengthened the content of the subject-matter and approach of the teachers with regard to the treatment of the same.

2. During transfers of the teachers, views of the Principal of the GTC should be given some weightage as he is the responsible officer who knows what type of physical facilities are required for his subordinates and he, therefore, can make suitable recommendations without effecting the training programme in GTC.

...

# AN INSTRUCTOR IN A GRAMSEVAK TRAINING CENTRE

(a case study)

T.M.Dak

## Background:

This 37 years old Instructor serving at a G.T.C. in U.P. comes from an agricultural family. His father is a retired military officer engaged now-a-days in agriculture. Born in a small village in Almora district in U.P., he has passed his childhood in village surroundings. For his education he had to leave the village for a nearby town. Had there been a good and fertile land, he would have never joined government service, as he is more interested in a creative profession like agriculture.

## Education:

After passing his high school examination in the year 1947, he discontinued his education in order to serve his family; he took up the post of a teacher in a small village. While working as a teacher he continued his education as a private candidate and has passed his Intermediate examination in th year 1949 and B.A. examination in the year 1953. In the year 1953-54, he has also attended a one year course in educational pedagogy.

## Experience:

In the absence of making agriculture economical and profitable he had to look for another job that suited to his temperament and personality. He discovered that he could fit in only as a teacher - a job that could help him to continue his future education while working and that could offer him a peaceful life just near his home. Moreover, he has preferred to work in a private institution because there will be no frequent transfers. At the same time the profession has very little to do with politics. With these expectations he worked as an assistant teacher in a junior high school for about five years and later for one year in the higher secondary school, Almora. One of the main reasons of serving private institutions was his not having any Degree in educational pedagogy. In Government educational Institutions only trained graduates are appointed. After

passing his B.T.examination he was selected as Sub-Deputy Inspector of schools in the Education Department, U.P. - post of somewhat higher status and scale where he served for about 1½ years. Unfortunately, he was not approved on this post by the U.P. Public Service Commission and had to revert to the post of Assistant Development Officer (Social Education) in the Planning Department, where he worked for two years. Meanwhile, he was selected by the U.P. Public Service Commission for the post of B.D.O. After serving for six years, he has been reverted to the post of A.D.O. on medical grounds. From A.D.O. he was promoted to the post of Instructor at the Gramsevak Training where he has completed 1½ years.

Training & Instructor's image:

He has availed several opportunities of training particularly in the field of education and development. In the year 1954 he qualified for a one year Diploma of Education from Agra University. This was followed by 5 months training in Social Education at Allahabad Agricultural Institute in 1957. In the year 1959 he has attended three months B.D.O's training at Bakshi-ka-Talab, Lucknow. A three month orientation course has also been attended by him at Nilokheri in the year 1961. Besides this, he has undergone 15 days training in the Applied Nutrition Programme in the year 1966. Basically he was inclined to a profession which should be rural in its character but unfortunately he had to look for a job outside this world but more suited to his taste. He has joined the teaching profession as he has been interested in social education throughout. He had also accepted the post of Instructor for the same reason of working in a good academic atmosphere with freedom of thought. He also visualised the opportunity of developing a command on his subject which will help him to progress further. But to his surprise he was not able to fulfil his dream at the training centre. His image has been completely distorted at these training centres. He found that the centres are no more educational places but the units of mere administration. He also found that the teacher is not free to do and think as he chooses but that there is interference everywhere. He found that the duties are not fixed; the staff is assigned all sorts of duties to perform. No member is certain about his responsibilities. A state of confusion is prevailing. He found the politics plays an important role in the relationships of the members of the staff. As such he had to change his image and is frustrated. He realises that he should quit this type of work as early as possible. His conscience does not permit him to continue with such a distorted image.

Work-load:

He has a very few classes to take. At the most he is given 50 periods of theory classes and five periods for practicals in a year. Being interested in education and panchayat he has been asked to take periods on community development for which he is not competent enough. He has been posted at the training centre where the person dealing with his subject was already working there. Consequently he was assigned the duties of looking after ad hoc courses of the Gram Sahayak Training, Rural Youth Training and other miscellaneous activities such as programme planning etc. Being incharge of the training programme he has to plan the whole programme at the centre on which he usually devotes an hour a day. About 2 - 3 hours a day is devoted for library and self-studies.

Teaching methods:

This Instructor has got prepared all his notes and lesson plans. These notes and plans are revised and modified in every course on the basis of his library studies and experiences.

The black board is generally used by him. This is the basic aid from his point of view. This should always he made use of. He also uses some charts and posters. Regarding the method of teaching, he feels that the best method is the talk-cum-repetition-cum-dictation method. In this method he combines all three things i.e. lecture, repetition, and dictation. Talk is given in stages. At every stage he repeats what he said. During this process he dictates at times. After a brief introduction he initiates his talk and usually summarizes after covering each key-point. As he discusses certain points he starts dictating the material and then again he presents the remaining portion of his talk with the help of the black board. The question-answer method is also followed which he considers very useful.

The professional teacher:

In the case under review this Instructor consider himself a sincere and successful teacher. It is not because of his selection to the post but because of the philosophy of his life. The best quality of a teacher, from his point of view, is having a sympathetic attitude towards his students. Secondly, because he has got his Diploma in education, he has developed more liking

towards this profession. Moreover, the seven years spent in the teaching profession has made his liking towards this profession more intensified. The experiences he gained during his field posting are rather very well fitted to the teaching profession. As a real teacher, he also believes that the programme of teaching should not be labour-oriented as the practice prevalent at his training centre. Since the Instructors have to obey the Principal's orders, they cannot implement what they feel correct.

Syllabus:

He thinks that the syllabus framed for the purpose of imparting training to village level workers covers all the necessary items and is capable of equipping them for the job but he feels that the programme is not executed effectively and honestly. It provides all the necessary theoretical knowledge and practical aspects for the development of skills in the trainees. He does not believe in making any selection from different teaching methods such as lectures, village practicals, study tours etc. He is of the opinion that these methods are complimentary and supplementary. Every method has got its own place, in training but at the same time he a lso thinks that the lectures followed by practicals will be of much value.

The Instructor under study is very much impressed by the programme of job training as it is a very effective method of preparing the workers for actual future job expectations. No other method can substitute this aspect.

The village practicals are planned in advance. This planning includes the type of programme to be taken up, the different sources, aids and subsidies, targets to be achieved, the person incharge of the programme, the population or the group to be benefitted etc. A booklet incorporating all these details is being published and distributed among the trainees before they go for actual village practicals. The importance of village practicals from his opinion does not lie in the achievement of the targets but in the development of the workers confidence that he can do the job, that he has developed the necessary skills to do it and so on. From this point of view the village practicals are an effective method of teaching. According to him short stays in the villages do not serve any purpose. If you want to have a good village programme you must have a longer stay that will have

a definite impact on village life.

Campus practicals according to him has been given its due place in the syllabus. He is convinced that it is also a very good method to practise theoretical knowledge at the campus on condition it is organised just after the theory has been presented.

The general working:

He is the over all incharge of programme planning and its execution. He has to look into minor details of what has been done or what could not be done. Regarding the evaluation of the trainees he alongwith other staff members conducts periodical tests in his own subject. He is also the incharge of the cultural programme, celebrations of national, religious festivals, youth club activities in the villages and other such things. He provides guide lines in these areas; other staff members are requested to assist in the execution of these programme. He also provides some guide lines to the trainees regarding his area of working.

Incentives:

He feels that the environment prevailing at the training centre is not conducive for academic growth of a teacher. Although he has been a teacher throughout he could not do full justice to his teaching functions at the G.T.C. It is not because of the fact that he does not want to do it but because of the several administrative difficulties, the interference in his work, the state of confusion in the assignments and assignments of miscellaneous duties, His knowledge and experience in his field could not be utilised because of the above reasons. He has been assigned jobs for which he feels he is not competent enough. He thinks that the books in the library are sufficient for his subject. The provision of accommodation, transport etc. has no meaning unless the basic requirement is met. The centres are located in remote villages. Markets are located far-off. Educational facilities are lacking due to which the teacher has to devote his attention to these little things for which the academic work suffers.

The area of successes and failures:

He does not think in items of success and failures of a teaching programme. He is of the opinion that every performance whether it is a success or failure is educative in itself. But he feels very much satis-

fied while working with rural youths. His justification is that when he works with the rural youth and if they are satisfied they appreciate the efforts made very honestly which is not true in case of the urban youth. This is why he takes more interest in revitalising rural youth clubs by organising new programmes and imparting training to them and maintaining regular contacts with them. He thinks that the programme is successful only when definite opportunities are given to them at a prescribed time and place.

Somehow he feels that he has failed to impress the trainees at the training centre because the contents of his subject are very general and nominal in which they have little interest. Moreover, only a few periods are allotted in each batch. Since it does not have any practical implications during the actual working in the field, VLWs do not have much interest in his subject. The Principal and the other higher officers are much concerned with administrative problems than the syllabus and teachers. As such the teachers are to work according to the whims of the officers which always hamper the educative growth of the staff and creates compartmentalism.

Analysis:

The details of the case under review reveals a number of important positive aspects related to the growth of the training programme and development of teachers. It also high lights the problems confronting the teaching staff of the GTCs and the type of atmosphere in which they have to live which cannot be termed conducive for a healthy growth.

The study indicates that the training centres are no more educational institutions but administrative units. This is one of the greatest challenges ever thrown on the shoulders of these training centres that they cease to function as an educational institution. It is imperative that the training centre should be looked upon purely as educational institutions and the role of administration should not completely drown its main purpose. The teaching staff should feel free to work in an educational atmosphere rather than function in the fear of administration.

It is also revealed that the Principals of the GTCs centralise all the powers related to the execution of training programme. The distribution of work among the staff members seems to be superficial. Powers delegated taken away whenever desired by the Principal.

In such humiliating situations the staff members cannot pay full attention to the duties assigned to them.

Moreover, this staff member feels insulted whenever the Principal interferes in the technical subject matter part of his work.

A long overstay of a staff member at a Gram Sevak Training Centre creates number of complications - academic and otherwise.

The location of centre has great bearing upon the working of the training programme. The lack of educational facilities and other amenities at the centre keep the staff busy in solving their own family problems, as a result they get very little time to more important things related to the improvement of training.

The findings of this study have several implications. If the programme is to be implemented effectively the problems posed have to be attended to. Principals at the GTCs are required to take initiative in this regard. They should let the centres work as the educational centres. So long as they are responsible for these centres, they should feel that they are basically trainers and teachers. This requires a different outlook and attitude towards the trainees and co-workers. The staff members should not be dominated by administration. They should have academic freedom. The teaching staff should be solely responsible for their respective assignments related to training. The sense of responsibility can be developed this way only. The study also reveals that the staff should not remain at the training centre continuously for more than five years. Some attention is required to be given to physical facilities such as education, marketing facilities etc. so that staff members may devote their attention to the training programme. It is also noticed that the proper recognition of really good teachers will go a long way to seek maximum cooperation from them.

. . .

# AN INSTRUCTOR IN A G.T.C.

A Case Study

T.M. DAK

## Education Background

The Instructor under study hails from Haryana but is working in Rajasthan. This middle aged Instructor passed his M.SC. (Agri.) with specialization in Plant Physiology in the year 1954.

## Experiences

He joined the Agricultural Department M.P. as Physiology Assistant Horticulture and worked in the Agricultural Department Rajasthan there for a year. Later he served for five years as cotton Inspector in Rajasthan. He was promoted as District Agricultural Officer but after working for 1½ years he was reverted to Junior Specialist, cotton where he worked for two years. He also worked in the IADP, District of Pali in Rajasthan as Assistant Director for nearly two years. Then he was sent to a Gram Sevak Training Centre in the November, 1966. Where he is serving at present. As such he has a very little experience of working in a GTC.

## Training

He has attended the Foundational Training Course in 1962 organized at the Officers' Training School, Jodhpur. This course was for two months duration. He has also attended 15 days training in A.N.P. at the Public Health Institute Lucknow in the year 1966 just after joining the GTC.

## The Instructor's Image:-

The Instructor under study seems to be an easy-going person who is mainly interested in earning his bread after passing his M.Sc. Examination. He gave in to the existing circumstances and accepted whatever job he could pay his hands on. The GTC was not his choice but he had to submit to the natural course of the administrative process through which he was sent to the Training Centre. The discussion with him reveals that he has not developed any liking or disliking towards the teaching programme. His emphasis towards job assignments is confined to do the things earnestly. He accepted this new teaching profession with this attitude. After joining this profession he found that the programme is ideal, but the implementation is defective. He felt that if the programme was executed properly, the same syllabus can yield better results in terms of equiping workers with necessary knowledge and skills regarding Extension and technical aspects.

He did not give any pre-thinking to this teaching job but after coming over here he started thinking in terms of adjusting himself in the new job, and he feels that he is doing the best under the circumstances and limitations.

Actually he was not having any idea about the type of job, he would be responsible for at the training centre. But after working at the GTC he feels that it is not very different from the job which he was doing in the IADP area where he had to train workers for the execution of the Package Programme.

Workload:-

He has been assigned 12 periods for theory and 4 periods for practicals each week in all the courses. He is also looking after the hostel arrangements being a warden for which he has to devote two hours a day. He does not feel over burdened so far as his area of work is concerned.

Teaching Methods:-

The Instructor under study does not believe in p-reparing detailed comprehensive notes on his subject. Since he had rich experience of working in his own area, he only prepares some talking points in the form of synoptic notes based upon his personal field experiences. Books and journals have also been used for this purpose.

He does not use any of the teaching aids except black board which he considers important.

The methods he usually adopts in a class room situation is the lecture-cum-discussion alongwith question answer method. This method is followed at every stage of the presentation of topic. Some times demonstrations serve the purpose very effectively. In his opinion demonstration is the most effective technique to equip the workers in the necessary skills in his field of horticulture. This opportunity is frequently provided to them.

Syllabus:-

He does not have any thing to comment at this moment regarding the impression about the syllabus of the Gramsevaks. A state level meeting recently was held to discuss and revise the contents of the syllabus of the G.T.C. The revised syllabus has not yet been adopted. As such there is no question to appraise its value. However, he feels that the new syllabus covers the experiences of running the GTC, the felt needs of the villagers and the job requirements of the VLWs.

Regarding job training he does not have any impressions since he did not attend any of such programme during his teaching career. But he feels that it provides an opportunity to work in actual conditions. It may be very much effective if executed in a proper way.

Regarding village practicals, he feels that it is of some importance to the trainees but this should be organized only when there are favourable conditions available in the villages. By favourable conditions he means that the facility of irrigation, seeds, fertilizers, plants protection measures etc. should be made available at the right time.

So far the campus practicals are concerned he is not satisfied with the training. The Centre does not have sufficient land as well as the irrigation facilities, He has to deal his topic more in a theoritical way.

The experiments and demonstrations he plans to conduct are only possible on old plants, as the new ones can not be grown. However, he is of the opinion that the items of campus practicals can go a long way in preparing the workers for the field assignments.

Areas of successes and failures:-

He has never tried to assess his teaching in the form of sucess or failures but he feels that whatever he has taught has been received favourably and the trainees have appreciated the same. He feels very much satisfied in conducting campus practicals or demonstrations in his subject of horticulture and plant Physiology.

Similarly, he is not in a position to mention any failure on his part because the training centre does not have the proper irrigation facilities. From his own point of view he thinks he has done full justice to his job under the limitations. But somehow he feels that he is not very much satisfied with the type of teaching going on at the G.T.Cs.

The main reason of this feeling is that what is required by villagers is not being given to the V.L.Ws under training. The type of training we are giving is not relevant to their needs to a great extent.

He does not feel any deficiency so far the syllabus of the Gramsevak Training Centre is concerned. With rich experience of the field it is not difficult for him to convince the Gramsevaks.

Analysis of the problems and suggestions

The Instructor feels that the type of work being carried out at the training centre is very adversely affected by administrative difficulties. The first and foremost problem of all G.T.Cs. from his point of view, is the placement of the old conservat/ and beaurocratic persons posted as Principals when they are at the stage of retirement. As they are to leave the training centre in a short period they do not take any interest in the teaching programme. On the contrary they oppose every move suggested by the young and dynamic staff members.

Moreover, they are resistant to change because of their old thinking as a result stagnation of the growth & development takes place.

The other major problem which the training centres are facing is the lack of a single line of administration in the G.T.Cs. The Training Centres as such are sponspored by planning & Development department but the staff at the G.T.Cs. are deputees from the respective technical departments. In the technical matters they are responsible to their parent departments while administratively they are under the planning department. As a result the instructors who are technically competant do not take any interest in the working of the G.T.Cs. but the persons who are non-technical are looking after the training programme through the planning department.

He feels that the programme of the training is good but the implementation is not very much effective. The main reason is some training centres are situated at such a place where the facilities of farm and irrigation are not at all available. This is the major obstacle in preparing the Gramsevaks for the jobs particularly when the Agriculture is receiving ever-increasing emphasis. Secondly there is a two-fold problem that is coming in the way in the effective implementation of the programme. One is related to the recruitment of Village Level Workers. It has been observed that the rejected staff comes forward to join for the posts of V.L.Ws. Moreover, the system of selection is so defective that the qualified and interested persons cannot be selected due to the non-officials' interference in the selection of a Gramsevak.

The second problem relates to the attitude of the teacher. So far as he is concerned he does not develop any liking towards the teaching profession. He has joined because he was made to. Disinterested persons are sent to the G.T.C.

Thirdly technical departments do not depute good and experienced persons. As such centres are deprived of interested and qualified staff.

The analysis reveals that the effective functioning of the training centre depends upon the solution of the above problems. The suggestions emerging out of the above analysis can be summarised as follows:

1. Interested and energetic persons should be deputed at the training centres in place of old, conservative persons.

2. The staff members should be encouraged to take initiative in the field of training.

3. A separate cadre of the services of the Instructor should be created in order to make them interested in the training programme. The staff under present conditions could not pay full attention as they are not certain how long they will continue at the training centre.

4. Dual system of administration should be discontinued and all G.T.Cs should be placed under the direct control of the technical department concerned so that the technical man concerned can guide the training centres in their respective fields.

5. More incentives have to be provided to the qualified persons to join the post of Gramsevaks. On the other-hand, the selction of the Gramsevak should be free from political bias.

6. The persons who are not at all interested in the training programme should not be deputed at the G.T.Cs.

7. Technical departments should be asked to depute experienced and qualified staff members for the G.T.Cs.

8. The provisions of sufficient land and irrigational facilities are the must for any G.T.C. if the programme is to run effectively.

.. ..

## CASE STUDIES ON V.L.WS

In addition to the case studies conducted by the teaching staff regarding the Instructors of the GTCs another attempt has been made for the senior V.L.Ws. The case study approach was explained in detail to the group of Instructors undergoing training in order to give them an opportunity of a practical approach. The senior V.L.Ws undergoing refresher training were allotted to each Instructor. The preliminaries were worked out with both the groups. A proforma with suggestive guide lines was given to each Instructor-trainee.

The group of Instructor-trainees was allotted a period of one month. It was expected of them to contact the VLWs concerned during the free hours in order to obtain the necessary information. As the arrangements for both the groups for hostel and food are the same the Instructor-trainees had ample opportunities to meet the V.L.Ws allotted to them. Arrangements were made to allot VLWs of a different State to the Instructors with the object of providing a different situation for study. These case studies helped the Instructor-trainees to get a better picture of the working of the V.L.Ws in the field. On the other hand the VLWs were able to exchange views and obtain guidance in the areas of subject-matter and Extension from the Instructors-trainees allotted to them. This approach was of mutual benefit.

In the following pages three categories of case studies will be found on V.L.Ws. Four case studies have been conducted by the members of the teaching staff. Ten case studies have been conducted by the Instructor-trainees. Two studies have been conducted on village projects by the Instructor-trainee and the last case study is of a VLW in the field in Madhya Pradesh which has been conducted by a member of the teaching staff. In this way there is a variety of the interviewers as well as of the VLWs from the different States of Punjab, Haryana, Rajasthan and Madhya Pradesh.

In the end an attempt has been made to analyse the findings of the case studies of the VLWs with the object of bringing to the fore-front the attitude, the method of working, the expectations and the suggestions to improve the syllabus and the method of treatment of the V.L.Ws.

. . .

# CASE STUDY OF A VILLAGE LEVEL WORKER

R.D.Kaushik

## I - Background :

The case under study is of a V.L.W. posted in circle Akoda, district Bhind, M.P. He joined as V.L.W. in 1955 after one year preservice training. He is a smart young man of 32 years. He is vashya by caste but has taken up a challanging job connected with the Agriculturist community. Since he has been brought up in rural conditions he feels that he is as good as any other man belonging to other castes especially the agriculturists. Back at his home village he is in close contact not only with the farming community but also with farming operations. In appearence and behaviour he looks like a practical agriculturist.

## II - Education and Training.

He passed his high school examination in the year 1953 in IIIrd division as a regular student of the Government High School, Alampur. He had studied Agriculture besides other routine subjects in his high school. During the period of his service he was keen about his studies and passed his Intermediate Examination in 1956 in the IIIrd division as a private candidate. His subjects were Economics, Hindi and English and Political Science. Due to certain unavoidable family circumstance and due to being in service he could not complete his B.A.Degree earlier, but he has appeared for the examination and is hopeful to pass. This shows his craving and sincere desire for learning which a man should have throughout his life.

## III - Experience.

Before entering in government service as a V.L.W. he got one year's training at the Basic Agriculture Training School, Gwalior during 1954. The subjects taught during this one year period were agriculture and animal husbandry, extension and community development, cooperation and Industry.

Although theory was taught in detail, there was equal emphasis on practicals to develop skills in the trainees and to improve their competencies.

In general the training imparted at the Agriculture School fulfilled the needs of the job requirements and the objective of the field were fully met with that type of training.

The V.L.W. feels that he has no regrets in joining as V.L.W. and to work in the rural areas. He feels rather proud that he got a chance to serve his own people of the rural area who are in misery and who need help from all corners. Moreover, the task of the V.L.W. is not so hard but rather interesting and pleasant. The communities with whom he has worked have extended full cooperation which enabled him to work very smoothly. It is presumed that this is due to his own personality, faith in people and work, interest in community and programmes. The attitude of the V.L.W. on the whole seems very suiting to community development programmes especially in agricultural development. By interviewing him it could be gathered that he is a straight forward and constractive thinker and worker with a clear expression and a desire to serve to Nation.

Besides the one year preservice training he received a two month refresher course at the Gram Sevak Training Centre,Gwalior in 1961. He feels that this training refreshed him and made him abreast with the latest technology in the field of agriculture and Extension Education. He is at present undergoing training at the Extension Education Institute,Nilokheri in a two month refresher course. He feels that he has learnt many new things especially high yielding varieties and other agronomical innovations that have come in the field recently. He has benefitted a lot with method demonstrations and oral communication which have helped him to acquire necessary skills to do work with his own hand and to deliver his ideas effectively to the farmers regarding new practices. The extension approach which has been taught to him during the present course will go a long way in helping and facilitating development work.

He has been working as Gramsevak in the field for the last 12 years with the experience of a few blocks and circles. He could work very smoothly wherever he want and got full cooperation from the staff and farmers. He feels that since the abolition of the post of Block Development Officers,

there is lack of coordination in the activities of the block. There is delay in dealing with the demands of the staff as well as of farmers. Most of the papers which are referred to the Deputy Director of Agriculture who is the appropriate officer for such programmes are delayed. It ultimately reflects on the progress of work. Any how, when this has been the policy of the government we have to adjust accordingly.

He works for 10-12 hours a day. At times he has to work arround the clock during Kharif and Rabi sowing. Even during campaigns he has to put extra time and energy without caring for how many hours, he has worked. He says that he does not mind at what time he is called for help, he is ready to extend his cooperation and helping hand not only to the farmers but also to the staff of the block.

He knows his job chart and the priorities fixed for different programmes. He devotes most of his time these days on agricultural development. He has to lay out result demonstration during each season in all his villages. He has to teach the skills of new improved practices through method demonstrations. He has to help the farmer on the spot. As such his visits to the field are frequent and time consuming.

These days he is working under the direction of Deputy Director of Agriculture who is the authority to give programmes and decide priorities. Besides other general programmes of agriculture, there is lot of emphasis on high yielding varieties of wheat, hybrid maize, hybrid jowar and hybrid bajra. Due to high yielding varieties, more attention is given for assured source of irrigation and as such pumping sets are being installed.

IV - <u>Subject matter knowledge</u>.

He has sufficient subject matter knowledge to discharge his duties efficiently. He says that 2 month refresher course should be given after every three years and some short training of a week or 10 days duration every year. This short training will help to keep the worker abreast with the latest technology.

Some of the defeciences expressed by him were in the field of plant protection and mechanised machinary. So far as plant protection is concerned he needs training in diagnosing diseases and insect pests and the knowledge of latest chemicals evolved by different firms. He suggests that there should be some body at the block to cover up this part. As regards mechanised machinery he needs more knowledge in Tractors, Deisel oil engines, pumping sets, tube wells etc.

V - Extension Methods.

So far as use of extension methods is concerned, he uses most of them with most success. Individual contacts is most common for tackling problems of individual farmers and guiding them on the spot. Group discussions are also generally held and certain decisions are taken in a group. New programmes that come to the village are disclosed in meetings of the farmers and their reactions and consent are taken. Film shows are arranged, campaigns are launched, farmers are taken on field trips and study tours, method and result demonstrations are laid out. Use of exhibitions and melas is also made. Farm plans are made which serve as an extension method. The simple audio visual aids are also used but most of them are got ready made and they are samples, specimens, models, charts, posters, flannel-graph and photos.

The farm plan is an essential feature of the programme. He prepares 10 farm plans in each season. These plans are of the selected farmers who undertake to adopt new agricultural practices. The plans are checked by the A.E.O. and necessary guidance is given by him to improve these plans. These plans have proved useful in a way that all the improved practices revolve arround the farm plan. Moreover, the supplies are assured by preparing plans. These are helpful both for farmer and the worker.

Village production plans are also prepared with the help of A.E.O. They are also very useful in assessing needs and assuring supplies and other requirements.

VI - Achievements.

Some of the achievements pointed out by him are given below:-

i) Introduction of Hybrid Bajra.

ii) Stood Ist at district level in 1960-61.

iii) Installation of pumping sets.

iv) Created demand for fertilizer, good seed and implements.

v) Countour bunding.

VII - Problems.

Some of the bitter experiences he quotes are that he makes promises to farmers and prepares them for new practices, but the block at the nick of the time shows its inability to fulfill those promises and thereby he has to cut a sorry figure before the farmers. Loan to needy persons is not given who ultimately loses faith in V.L.W. and community development programmes. Although he is working with full cooperation of farmers and block staff yet some of the problems and difficulties faced by him are given below.

i) Untimely supplies in-adequate, some times inferior in quality and at times comparatively costly.

ii) Inadequate credit facilities. Some times needy persons do not get but those who don't need will grab this benefit...

iii) Lack of irrigation facilities. Before emphasising use of fertilizers and goods seeds, irrigation facilities should be given.

iv) Incentive and promotion chances should be provided for senior V.L.Ws in the interest of the work.

The areas where he needs guidance and help from his superiors is in the diagnosis of attack of diseases and insect pests. He needs technical guidance for reclamation of problem soils.

VIII - Analysis.

From the above mentioned details it is deduced that since he comes from a rural area and has a desire to serve rural communities, he takes pains and interest in the work.

Secondly he believes that his training has given him new light and he is making use of his knowledge and has faith in learning new things and teaching these to others.

Thirdly he has interest and initiative in his work he gets cooperation of both farmers and his staff.

Fourthly he makes use of extension methods and thereby he gets success quickly.

Finally he has faith in himself, in his programmes and in his people which encourage him and help him to reach his goals.

On the whole this V.L.W. is an ideal worker who has met success not incidentally but by his own means and resources.

...

# CASE STUDY OF A VILLAGE LEVEL WORKER

R.D.Kaushik.

## I - Background.

The V.L.W. under study is working in Ambala City block of Haryana state. He is 31 years old. His basic qualification is Matric with Arts. He passed in III division from S.D.High School,Nabha in the year 1956.

He comes from rural area. His father was a farmer and even at present farming is done at his home. He has been brought up mostly under rural conditions.

## II - Training.

As regards the training of the V.L.W. he has received only 6 months training in agriculture at Agricultural College,Ludhiana in 1959. He has not received preservice training at the G.T.C. He is at present undergoing two months refresher training at E.E.I.Nilokheri. This is first inservice training for him.

## III - Experience.

He has put in 2 years service as Agriculture Sub Inspector and there-after he received afore said 6 months training. He was posted as V.L.W. in 1962 and since then he is serving in Development department.

## IV - Work load and job assignments.

He says that he works for eight hours daily for the performance of his duties. Sometime he has to devote more time and during crop production campaigns he has to work even day and night. He knows his job chart in which he often gives priority to some of the items for which he receives instructions from his superior staff like Extension Officers and Block Development Officer. He has revealed that he gives priority to agriculture work and especially irrigation. As the emphasis is on agriculture, he devotes most of his time towards agriculture development.

He works in other fields also as and when he is called for and gets time. He provides help to cooperative societies, public health, and social education and if needed for the collection of money etc. for small saving and certain emergency programme like National Defence Fund.

The attitude of the V.L.W. is very cooperative He says that he gets cooperation of his collegues, extension officers and B.D.O. He has faith in development work and has feeling for farming community and wants to improve their lot.

- Subject-matter knowledge.

He has full subject matter knowledge required for farmers. He needs only the latest finding of research that has not been taught to him. He hopes that in the present two month refresher course at Nilokheri, he has learnt many latest findings of researches in the field of agriculture especially the technology involved in high yielding varieties of different crops.

On the basis of his practical experience more attention on implement demonstration and minor irrigation should be given so that the farmer can adopt improved implements and improved methods of irrigation. He has appreciated the result demonstrations in which he has got confidence. He feels that farmers learn by such demonstrations much because they can very easily compare the old practice with new practice. They know economics on the basis of inputs and returns in terms of yield and cost.

- Extension methods.

He has necessary skill for presenting method demonstration and knows how to address a group to communicate his ideas regarding new practice. He uses simple audio-visual aids like samples, specimen, models, posters etc.

He prepares crop production plans and on the basis of that he asks for supplied in respect of seed, fertilizers, and plant protection chemicals.

He prepares approximately one hundred plans in a year, fifty for Rabi and fifty for Kharif. These plans serve very useful purpose and on the basis of farm plans he consolidates his report. He knows the technique of plan preparation and also makes the farmers to understand it.

VII - Problems.

The main problems confronted by him are given below:-

1) The supplies are unadequate.

2) The supplies are untimely.

3) The supplies some times are of inferior quality.

4) These are some time comparatively more costly.

5) The loan requirements are not met with and always farmers are in need of money.

6) Inadequate irrigation facilities due to lack of electricity.

7) There is no scheme for the improvement of waste lands which can be put under cultivation by reclamation.

The other difficulties of the farmers are:-

i) Inadequacy of loans.

ii) Non-availability of timely plant protection and lack of plant protection chemicals.

iii) This area needs levelling and the government should take up a programme of levelling on community basis. It is not possible by individuals.

Whenever the difficulties and problems mentioned above are brought to the notice of the higher officers very little attention is given to them as a result they remain unsolved.

The officers at block level are also helpless because they depend on their higher ups. If the supply line is maintained properly and the difficulties are removed, the programmes can work very effectively and successfully.

<u>Areas of successful working.</u>

Some of the success mentioned by the V.L.W. are:-

a) Saturation of improved implements like iron plough, triphali and cultivators.

b) Responsible for convincing cultivators to have threshers and tractors.

c) High yielding varieties like hybrid maize and Maxican wheats were taken up by most of the farmers.

d) Lot of demand for other innovations has been created.

He needs some technical guidance in the field of horticulture so far as laying out of orchards is concerned. The problems of soil and water test for garden has to be solved by Extension Officers with help of tests in the laboratories.

He feels that he needs some guidance in respect of mechanised implements like pumping set, tractor, thresher, deisel oil engines etc.

In the field of reclamation and for the problem soils he needs some technical guidance from his officers. He also feels difficulty in the diagnoses of attack of diseases and insect pests in field crops and in the orchards.

He is a smart V.L.W. and experienced one and can work better if helped in the following directions.

1) Given refresher training from time to time to abreast him with the latest findings of research.

2) Helped by his superior staff to get solution of his problems and difficulties.

3) Supplies and loans properly arranged.

4) Provided with some type of incentive for his outstanding work.

Shri Babu Singh gets all type of cooperation from villagers regarding fulfilling his responsibilities in the village. He has confidence in community development work and in the betterment of villagers.

Suggestions:

1) Since he got only six months training, he feels that more intensive training for a period of a year or so may be given. More emphasis should be on practicals and teaching of skills and improving competencies. The training should be field oriented and the problems that are faced in the field should be discussed and possible solutions given.

2) Refresher training should be given more frequently and short duration courses should be organised at block to abreast them with the latest programmes of the block and the technology come in the field.

3) There is need of constant guidance and supervision by the block extension officers. Most of the problems and difficulties faced by the V.L.W. can be solved with the help of these officers. These officers should work in more close contact with the V.L.W.

4) There should be some incentive by way of promotion. There is at times even no recognition of good work. There is no punishment for bad workers. Unless the principle of reward and the principle of fear are followed at block administration, there will not be any progress.

5) The programmes taken up in villages should be of need and interest of the farmers. The programmes that come from above, do not get support of the farmers. The village agriculture production plans made by the villagers should be implemented by the block authorities.

...

## CASE STUDY OF THE GRAM SEWAK

### Baldev Singh

Objectives

To find out from the Gram Sewak about the utility and practical application of the pre-service training programme. How far the initial training imparted to him enabled him to meet the day to day requirement of the field as well as in carrying out the duties assigned to him efficiently and affectively.

Procedure adapted.

After ascertaining the back ground of the V.L.W. basic information about his knowledge, skill and attitude was collected. The suggestion, for improvement offered are on the basis of the reactions obtained through direct interview method.

Back ground information

The V.L.W. is a young man of 30 years. He comes from a village and his father was in Government Service. The land was cultivated through tenants.

He passed his matriculation examination in III division. Later on he did Intermediate also in III division.in 1955. From his acedamic achievement it appears that he was below average in studies. He wanted to be a Police Officer but failed in his ambition. He made lot of efforts to find out some suitable job but could not get it. In the end some of his friends advised him to apply for the post of the Gramsewak for which he was selected and deputed to Sirsa for one year course in Basic Agriculture. He joined the present post not out of love of the people or the nature of the job but only to solve his unemployment problem. After receiving the basic training from Sirsa the case joined at G.T.C. Batala for Extension Training. It was communicated that almost 50% of the members of the teaching staff at Sirsa and Batala were neither upto the mark in their respective subject matter nor in teaching capabilities. Such members of the staff could not provide him with some inspiration or motivation for learning. He was most interested in the field of social education.

His reactions about the knowledge, skill and attitude developed at the training centres are given below:

Knowledge :

Important facts and information about the rural people and areas was not given to him. In fact he feels that adequate efforts were not made to supplément or organise his thoughts nd information. Though lot of theory was taught about simple improvement methods in the field of Agriculture and other allied subject, the teaching was mostly limited to class room teaching. Principles and methods of programme development were not adequately dealt with. Various extension methods were taught in class room but could never give him adequate practice in applying these methods under field conditions. He feels that the teaching imparted in respects of crops, fertilizer, seeds soil etc. was more than sufficient. However subjects like plant protection, horticulture and implement did not receive adequate attention. In these subject though theory part was dealt adequately such items as identification of insects and pest, preparation of spray solutions of different strength, production and selection of seeds and operation of mechanised Agricultural equipment needed much more attention.

Skills

Efforts were made to develop skills in conducting result and method demonstration. V.L.W during the course of his working in the villages has quite extensively used his this skill. He is quite convinced about ehe efficacy of this method. Beside demonstration, individual contact method has also been used widely. He feels, that skill in conducting meetings and discussions, is still lacking. Concentrated efforts at the time of his training evolved have gone a long way in improving his performance in the field. Necessary skill in applying resources of the proper and the village developed in him. Some efforts were made in equiping him with necessary skill in facing, analysing and solving village problem. Teaching of adult psychology at the time of his training would have helped him a lot in facing and working with the village people,

Attitude

As appears from the back ground information that he wanted to be a police officer. Since he could not be successful in his ambition through force of circumstances he accepted the job of the Gram Sewak. Such people who had liking for executive job definitly lack faith in extension methods, unless and until change in attitude of such people is brought out; it is doubtful about the usefulness of such people in a development department. Besides imparting knowledge, developing skill, change in the outlook and attitude is a must for any training programme designed for these people. Though sporadic efforts were made in this direction, organised and planned attempts were lacking.

He has convinction that his future is linked with the welfare of the people. He/ faith that with/has necessary technical help and guidance people are capable of developing themselves. He also derives lot of satisfaction from serving people taking up improved practices. This faith, conviction and satisfaction that he gets are some of the possitive/side of his attitude and thinking.

Achievement

Due to his constant efforts during the course of his service he has been quite successful in popularising fertilizers in his area. In the initial stage of his service he laid . lot stress on the various construction programmes. Many school buildings, community centre, etc. were constructed with peoples' participation. He has also been able to obtain peoples' help in doing earth work in building approach roads. In order to improve the drinking water facilities number of sanitary wells have been constrcted and old ones repaired. Number of new walls for irrigation have also been dug and installed with improved water lifting devices.

Failures

1. His efforts in respect of conservation and utilisation of Farm yard manure have not met with much success.

2. He has not been able to do enough in raising the income of handless villagers.

3. Youth and the women programme are also the weaker side of his achievement.

4. His performance in popularising improved agricultural implements are also not very encouraging.

5. People still do not give adequate attention to plant protection operation and he feels that it is partly due to his own technical incompetence.

6. Growing and consumption of vegetable and fruits are still on the lower side of his achievement.

7. Farm plans so far have been only paper plans. Due to the large number of the farm families he has not been able to guide and supervise individual plans effectively.

Problems

1. Poor pay.
2. No definite live of promotion.
3. Large area of operation.
4. Targets are fixed from above.
5. Lack of feeding with technical knowledge. The attitude of the B.D.Os and E.Os is more supervisory than of giving help and guidance.
6. Poor methods of evaluation of work.
7. Lack of administrative coordination.
8. Inputs are not supplied in time and in adequate quantity. Most of the time the prices are also high.
9. Lack of cooperation from revenue department.
10. Loans are distributed on the basis of the credit worthiness of the farmer rather than the worthiness of the purpose.

Suggestions for improvement:

The suggestions have been given under three different sub-heads.

a) Selection
b) Training
c) Removal of difficulties in the execution of various programme.

a) Sellection

1. The pay scale of the V.L.W. may be raised so as to attract good people in the organisation.

2. Proper line of promotion may be chalked out so as to keep up the moral of the Extension Workers.

3. Only candidates from the rural area with sympathy and affection for village people may be selected.

B
a) Training

The training of the V.L.W. is no easy task, especially in view of the constantly changing pattern of rural economy which makes varied demand on him. The job of the training centres is not only to produce V.L.Ws with necessary 'Know-how' and 'do-how' but also dedicated workers who have full faith in extension approach and all the affection for the villagers.

1. People with adequate field experiences and trained in teaching methods may be appointed as members of the teaching staff at G.T.Cs.

2. Constant watch over the performance and the attitude of trainees may be kept and undesirable should be needed out

3. Necessary physical training facilities like hostel, class rooms drinking water and electricity etc. may be provided.

4. Well equipped and maintained labs, Farm, Poultry and dairy may be provided.

5. More stress may be laid on practical. Theory classes and practicals are two important aspects of any training programme. Both are essential " effective learning and are complementary to each other.

Proper balance of both, (keeping in view the problem and job oriented approach) may be maintained.

6. More stress may be laid on Agriculture because of the priority of the programme subjects like plant protection, horticulture and agriculture may be given added attention.

7. Efforts may be made to induce the spirit of community thinking and faith in democratic and extension approach may be developed.

8. Understanding regarding adult psychology may be developed.

9. The aspect of programme planning, execution and evaluation may be taken up in details.

10. Actual practice in conducting and addressing meetings may be given.

<u>Removal of difficulties in the actual execution of the programme</u>.

1. Area of operation may be reduced.

2. In fixing targets the VLW and the local peoples' institutions may be consulted.

3. The VLWs may be properly fed with the latest development in the field of agriculture and other allied subject.

4. E.Os and B.D.Os may adopt the attitude of helping and guiding the VLW instead of the inspecting tendency.

5. The various inputs for increasing production may be supplied in adequate quality and also in time.

6. The procedure for obtaining loan may be simplified.

7. Women and youth programmes may be properly developed. This segment of the family has to be given equal opportunity for development and participation.

8. Special programme for weaker section of the population (landless) may be developed.

-.-

# CASE STUDY OF A GRAMSEVAK

Baldev Singh

The VLW under study is a young man of 30 years. He comes from a farming family and has a rural back ground. He matriculated from Panjab University in the year 1955 in Second Division. He wanted to continue his studies and become Thesildar in the Revenue Department. Due to his family financial conditions he had to discontinue his studies and accepted the post of Gramsevak. He completed his preservice training programme from GTC Nabha in 1959-60 and since then he is functioning as a Gram Sewak. He has come for the first time for refresher training.

He appears to be very much devoted to his job but feels disappointed because he feels, that his hard work has not been suitably rewarded. He derives lot of satisfaction by seeing people adopting improved practices. According to him this mental satisfaction is not enough to compensate his depressed feeling. In fact he does not like his job and feels that he made a wrong choice at the time of his initial appointment. He feels that even the sharpest edge will become blunt if harshly treated. Whatever, work he is doing, is only to satisfy his conscience. This sort of tendency and defeatist outlook is not a healthy sign for the growth and development of the programme.

He has got a job chart wherein priorties have been allowed to seeds, fertilizer and plant protection etc.

He daily puts in about 6-7 hours in his day to day assignments. At times and more so at the sowing time the working hours increase. He feels that he has the capacity to work hard provided necessary incentive and help from above is extended to him. He feels that the inspecting attitudes of the superiors do not give him emphasis for work. Though he is the most important functionary of the community development department, attitude and actions of his officers do not reflect the importance of the position he occupies in the administrative set up of the organisation. He has so far prepared 150 farm production plans. His extension officers helped him in preparation of these plans. Once the paper work was done, no help for arranging the inputs was given and as such these plans remained only paper plans. If the plans are to be prepared and executed in this way only he thinks that it would be better if he is utilised constructively in some other developmental activities.

He has not so far prepared any village production plan. According to him community thinking and working together are still a long way from such joint action programme. Amongst the extension methods he ranks individual contact as No.1 and demonstration as No.2 in efficacy.

He has sufficient working knowledge in the field of agriculture. While at G.T.C. the instructors in the field of agriculture and animal husbandry were quite experienced and qualified. Amongst all the subjects taught at G.T.C. he liked agriculture most. He feels that practicals at the G.T.C. should only be confined for imparting new skills and knowledge, and should not be labour assignment. The practicals should present the best learning situation and be co-related to the theory so as to supplement knowledge and confidence.

Achievements.

1) He stood first in his block in promoting fertilizer use.

2) His achievement in various construction programmeshas been quite upto the mark.

3) He has been able to create an impression in people's minds that government servants are their friends as well.

4) Through his talks and action, he has promoted the feeling of democratic approach to various problems.

5) To some extent he has been successful in imbibing the spirit of self-help.

Failures:

1) Though he very well knows the utility of the farm yard manure and its methods of conservation, he has not been able to push ahead the programme.

2) He has not been able to do much for the land less or backward section of the village community.

3) His achievement in the field of youth and womens' programme have also been almost negligible

4) Agricultural implements programme has not made much head-way.

5) His activities in the field of plant protection and horticulture are also not upto the mark.

6) Cooperative societies where-ever developed have mostly confined their activities to only advancing credit. He has not been able to do much in the field of supply and marketing.

Suggestions for improvement.

1) The pay scales of the V.L.Ws. may be raised so as to attract good people in the organisation.

2) Proper line of promotion.

3) Only candidates from the rural area with sympathy and affection for village people may be selected.

4) People with adequate field experience and trained in teaching methods may be posted at the G.T.Cs.

5) Constant watch over the performance and attitude of the trainees may be kept and the undesirable should be weeded out.

6) Necessary physical facilities at the institutes may be provided.

7) Well equipped and maintained labs, Farm, Poultry and Dairy may be provided.

8) More stress may be laid on practicals.

9) Subjects like plant protection, horticulture and agricultural engineering may be given added attention.

10) Understanding regarding working with the adults may be developed.

11) The aspect of programme planning execution and evaluation may be taken up in details.

12) Actual practice in addressing and conducting meetings may be given.

13) Area operation may be reduced.

14) In fixing targets and determining priorities view of the V.L.Ws. and local institutions may be given due consideration.

15) Superior officers of the organisation may also develop extension democratic approach to various problems.

16) Supply of inputs in adequate quantity and also in time may be given great importance.

17) The procedure of obtaining loans may be simplified.

18) Women and youth programmes may be given equal importance.

19) Special programmes for backward section of the community may be developed.

...

## CASE STUDY OF A VILLAGE LEVEL WORKER

### I. Background:

The case under study was posted in District Rupar of Punjab State. He has nearly completed 34 years of his age and is quite a smart and healthy young man.

He passed his High School Examination in the year 1949 with II Division as a student from Govt. High School, Macchiwada affiliated to Punjab University. He joined the Indian Army in the year 1950 and worked with the Armoured Units upto 1954, but on account of family circumstances he had to leave the army and he joined the Civil later on. He completed his pre-service training of one and a half years from G.T.C. Nabha during the year 1957-59..

### II. Experience:

He joined as a V.L.W. in January,1960 and by now he has completed a service period of 7½ years. During this service period he attended a refresher course for 15 days at Agricultural University, Ludhiana in the year 1964. He came on transfer to his present circle of posting during the year June,1965. He informed me that his job as a V.L.W. is "functional and whole time" and he is always on duty except the essential periods of rest and sleep. He is conversant with his job chart and the priorities given with the jobs or to items of Agriculture i.e. Method and Result demonstrations of improved seeds, fertilizers, Pesticides and other practices or use of implements. The priorities are fixed by the B.D.O. in consultation with the A.E.O. Shri Gill, the V.L.W. devotes 100% of his time to Demonstrations in all the fields of Agricultural Development and promotion. But when there are campaigns or directions from higher authorities, he devotes time to other sectors of development too e.g. promotion of Cooperatives, Family Planning measures, Animal Husbandry projects etc.

### III. Subject-matter knowledge:

On questioning he gave out that he has sufficient subject-matter knowledge to discharge his duties, but he was of the opinion that " with every addition of knowledge and experience with a farmer, the knowledge and skill which a V.L.W. can impart decreases resulting in a deficiency of skill and knowledge.

Furthermore, he elaborated that the cultivators are better equipped with the latest skills and practices through the media of Radios and Publicity while the V.L.W. lags behind in getting the latest skills and knowledge on the subject-matter. As such he was of the opinion that the guidance and supplies of publicity material are neither prompt nor timely. Efficiency of the V.L.W. can be maintained upto a time till he can impart a better skiller technique or practice to the cultivator and this would be possible through regular refresher courses and higher and intensive training programmes for V.L.Ws.

IV. Deficiency:

He feels somewhat deficient in use and repair of the farm implements and plant protection measures. He was of the opinion that during these trainings emphasis on the Mechanics of implements and Plant Protection equipment would increase the efficiency of a V.L.W.

V. Use of Extension Method:

He was of the opinion that group method or method of group discussion and small meetings was the best method in extension on account of it's advantages over other methods of extension. He listed the methods used by him as such - (1) group method (2) Individual (3) Mass meetings, films, posters, radio,etc.

He has the necessary skills to conduct a method demonstration, lay out a result demonstration, address meetings but visual aids he would not prepare since these are supplied to him by experts. He prepares the Farm Production Plan for farmers in his area, the extension officers the B.D.O. provide the necessary technical knowledge and knowhow as and when required by the V.L.W. The V.L.W. prepares nearly 100 farm Plans every year by way of Method Demonstrations for different skills and practices.

He was very much dissatisfied with the preparation and implementation of Village Production Plans. He was of the view that such plans for a village or villages are not useful since targets fixed by the Block or the Agriculture Deptt. are not implemented and persued in time on account of lack of enthusiasm with the cultivator and failures of supplies generally.

VI. Success:

It will be worthwhile to mention over here that he has an outstanding achivement in the field of

increasing the area under irrigation. He had been able to convince the farmers of the utility tube-wells and pumping sets. He could motivate farmers to instal 30 tube-wells during last one year.

Analysis of the problems and suggestions:

Gram Sevak under study is suffering from number of problems, which directly or indirectly affect the working of the extension programme. He does not have a residential quarter, the absence of which adversely affecting his presence in the village; the storage of equipments and plant protection measures and other services. He is also very much dissatisfied with the low pay scale and lack of chances for further promotions. Frequent transfer is also one of the major problem in the working of the programme and his relationship with the villagers.

In the final analysis he appeared to be a dissatisfied worker on account of the lack of incentives for hard and sincere worker and the indifferent attitude of the superiors creates more problems for the working at the village level. He finds himself isolated and exploited without taking much care of him. He feels that no amount of hard work and use of extension methods are going to play a decisive role in making his life and career.

---

## CASE STUDY OF A VILLAGE LEVEL WORKER

### I - Education and Training.

This study relates to a V.L.W. of district Ambala, Haryana who is undergoing inservice/at present /Trg: at Extension Education Institute, Nilokheri.

He has joined preservice training course of six months of V.L.W. in 1953 at G.T.C. Batala after passing his high school examination in 1946 in Ist division from Intermediate college Gujarawalah and completed the same in due course. Before joining the V.L.W's training he had worked for three years as fitter in Tractor cultivation scheme from 1950 to 1952.

### II - Experience.

First of all after completion of his training he was posted as gramsevak on October 2, 1953 in Faridabad Project and he remained there for one year. There he was transferred to Jagadhri block, where he worked for about three years. After this he was posted to Narain garh block in 1957, where he worked for about 5 years and from where in 1962 he was transferred again to Jagadhri block, the present place of his posting.

Since 1953 till today he has undergone a number of training courses. First of all in 1957 he undergone two months training of inservice/cooperation at G.T.C. /in Nabha. In 1959 he got a training in agriculture for six months at G.T.C. Batala. He also completed fifteen /for days / agriculture at Basic Agriculture College, Ludhiana.

In 1965 he was selected for higher studies in state competition (Hindi zone of Punjab) and joined B.Sc. (Agri.) Part I, but it was his set back that he was compelled to give up his studies due to illness.

### III - Job assignments.

He devotes enough of his time in performing his job. The work load usually varies according to the season. On an average he devotes about 12 hours a day for this.

He knows his duties quite well, inspite of the fact that no job chart has been provided to him. In case job chart is provided, I think it may help him in pinpointing the target, allotted to him from time to time. It may also help him in easy and timely planning, execution and follow up. As I think it should be supplied to him to make the working easier and smoother. The fixation of priorities out of the work he has to do is often done by the higher authorities, but he tries to adjust them according to the local situations.

In the begining of his service as a gram sevak he was a multipurpose worker. During those days he gave priority to communication, agriculture etc. Then afterwards when his services are being utilised only for agricultural production works, he is giving priority to agriculture. And in agriculture too, to the package programme. He devoteshis 90% of time to agriculture, 2% to cooperation, 3% to Public health and remaining 5% to Social Education programmes.

IV - Subject-matter knowledge.

He has enough subject matter knowledge to discharge his duties effectively. Since the programmes are such which does not require much more technical knowledge he feels no difficulties in their performance. Moreover the latest techniques evolved are timely circulated through departmental circulars and instructions and he makes use of them to solve his problems. Since he had been given preservice training at the time when it was a course for six months only and now this has been extended to two years, he has no suggestion to improve or make any alteration in that training programme.

V - Extension Methods.

He has gained faith in some of the extension methods which has applied during his service time. He feels that personal contact with sympathetic attitude is the best method for approach. He gives second place to demonstrations and group discussions. Above extension methods have been tried by him in diff erent conditions and he got success through them. He has also used film shows whenever available and camp organisation when ever required, but these are not very often used.

He is capable of conducting method and result demonstrations and he has succ ess fully conducted them. He is used to address group meeting very skillfully. Although he has never prepared any audio-visual aids but has used them when ever received from head quarter.

He has prepared about 130 farm production plans till now for his farmers in about two years, but he does not prepare them for all the farmers coming in his area of operation. He gets help in its preparation from A.E.O. (Agri.) and departmental circulars. These plans help the progressive farmers as guideline and encourage them for higher production in case the supplies are made timely.

VI - Success and failures.

During whole of his service period he mentioned some of the achievements for which he feels contented. Among those achievements first comes the projects of approach roads which is about seven miles long. This kacha road was constructed by organising shramdans on account of his efforts that he made. For this he worked day and night and made continuous persuasive efforts and succeeded in convincing local people and thus over came all short of obstacles. This project was taken in 1961 in Naraingarh block. On the completion of this road the villages namely Barauli,Meerpur, Balaspur, Kanari, Baragarh, Chhajar Mazara etc. were connected with Ambala and Naraingarh which gave facilities to these villages for marketing. Before construction of this road these villages were cutt off from the market with the result their produce was being purchased by local merchants on very cheap rates. This was actually the felt need of the area, he noticed and got it done without any financial assistance from government. Any field worker who has some field experiences naturally apreciate his success. The other project in which he got success was soil conservation work in the village Hasainy in the same block which was left incomplete by other officials and was becoming a headache to the officers due to the envolvement of government grant in it. He tried and got the work done due to his personal tact and influence.

VII - Analysis and problems and sugg-estions.

In his state the V.L.W. always faces the problem of storage of equipment and residance for himself. Although a prety amount of Rs.5/- is paid to him, still that is not the actual solution, because it is very difficult to get some suitable accommodation. Another difficulty that he is used to face is the mathematical division of the targets for any programme equally to each and every V.L.W. circle by the block headquarter without making any consideration of existing situations. And the third difficulty is that often the programmes are given to be completed within such a short time that it becomes rather impossible to complete them through extension approach. Of course the problem of supplies is existing every where in the same magnitude and no solution has yet been found for them. The above enumerated problems are those which require timely attention of higher authorities, but to great regret he never got any help in these cases. It is his personal tact that some times he get them solved, but some times they remain unsolved with the result that the programme fails.

I feel that he is still an intelligent, sincer and promising worker at the age of forty even. He knows well how to handle a situation. He has a good organising capacity. It is his personal ability that he handles the situation and never falls in hot water.

...

# CASE STUDY OF A V.L.W.

## I. Educational background:-

The V.L.W. under study belongs to Panna District of Madhya Pradesh. He is 30 years 6 months old and hails from a rural area of Madhya Pradesh. He has agriculture as his family occupation. He passed his High School examination from Bainkat High School, Satna in 1954 with Second Division. Then he joined Agriculture Institute Riwa ( later on Lakshmipur - Panna) and took two years Agriculture Diploma in 1956 with Second Division. In 1958 he passed the Intermediate Examination with Second Division from Ajmer Board as a private candidate.

## II. Training: -

He got his pre-service training as V.L.W. from Extension Training Centre, Nowgaon in 1957. As he had passed the Agriculture Diploma course so he received training for six months only. In 1958 he underwent 3 weeks training in Rural compost resources at Mechanised Kuthalia Farm, Rewa.

## Experience:-

He has completed 10 years and 2 months service as Gram Sewak. He joined the present circle, i.e., Tikaria on 15th February,1964. He has been spending ten hours per day for the performance of his duties. He is aware of his job chart to the extent that it contains the items in Agriculture, cooperation and Animal Husbandry. Agriculture is given first priority. In the order of priority the subjects are Agriculture, cooperation and Animal Husbandry. The job chart has been prescribed by head of the Development Department of his State and he has been made aware of it by the Agriculture Extension Officer. He has been devoting cent per cent time towards improvement of agri[illegible] serving in an area which is hilly, he has been giving great emphasis on soil conservation programmes, seed and fertilizer and High Yielding Varieties programme.

The Gram Sewak is expected to work in the field of Agriculture, Cooperation and Animal Husbandry. As far as the subject of cooperation and Animal Husbandry is concerned he has been touching only those aspects which are directly concerned with the improvement of Agriculture. As such it may be said that he is devoting cent per cent of his time in agriculture.

## III. Subject-matter knowledge:-

According to him he possesses satisfactory knowledge to satisfy the need of the farmers of his area.

But he feels difficulty in dealing with Plant Protection measures and in curing the diseases of cattles. For this he feels that the deficiency is due to the improper attention to these programmes in pre-service training. According to him the pre-service training only provides first-aid type knowledge. With the impact of community development programme the farmers have definitely been enlightened in new methods of Agriculture. Hence the knowledge that was imparted to the VLWs at the initial stage cannot hold pace with the changed pattern of village life. It is his impression that the training course should be so vast as to cover the course expected for Agriculture Graduates.

V. Extension Methods:-

The following are the Extension methods in order of priority which are being used in the field: -

1. Individual.
2. Group.
3. Mass.

He thinks that individual method has proved best provided it is followed by sight-seeing by the group. It is disappointing that instead of high hopes from Democratic Decentralisation the Gram Sewak is getting very little cooperation from Institution like cooperative, Panchayat and Youth Clubs. In his opinion, cooperation is negligible and it is always below 20%. The main reason is that the office bearers who are holding position are not well aware of the activities in the field of development. They are satisfying their ego and doing not much for their electors. Apart from the formal leaders there are people who are doing their work silently and cooperatively, the Gram Sewak in increasing production. There is need of encouraging and training of these progressive farmers.

The best methods are demonstrations. Whether it be Method or Result Demonstration, it is the best tool of the Gram Sewak.

He is having necessary skill in conducting Method Demonstration and laying result demonstration. He can conduct a group meeting. But he cannot prepare audio-visual aids. This is due to the fact that he has not been trained in this aspect. Shri Pandey feels that the use of audio-visual aids is essential but while there is a dearth of supply of demonstration equipment in his circle which are the best aids he cannot expect much about it.

He will be happy to undergo a course of training where he could learn preparation and use of audio visual aids.

VI- Farm Plans:-

He is of the opinion that Farm Plans are prepared in package districts and as he has not worked in a package district he has not prepared Farm production plan. However, he is required to prepare village plans. There are 3 Gram Sabhas with 18 villages in his circle. He prepares village plan for every village every year. The village plan is prepared by him. In the initial stage he got assistance from Agriculture Extension Officer. He feels that the plans are very useful. These give a chance of contacting the farmer, make farmer alive of his responsibilities and resources and the position of demand and supply is prepared in advance.

VII- Analysis of problems and suggestions:

Problems:- The problems of the Gram Sewak can be clasified as :

a. Physical.
b. Administrative
c. Personal
d. Working.

1. Regarding physical facilities the Gram Sewak should be provided store and demonstration equipments.

2. The main administrative problem is that of targets. The targets are fixed from the high level and come to the Gramsevak according to mathematical calculation. No heed is paid to the local resources and situations. The supply position has been a source of criticism for all times and from every quarter. The role of high official is more of supervisory nature than of a guide. Few officers take the pain of visiting remote villages of the area of Gram Sevak. Mostly they visit the headquarter of the VLW and generally feel satisfied with their attempt. There is general frustration in the way promotions are made. No consideration is given for seniority, qualification and work. Shri Pandey is also a victim to this practice. He has already been superseded by his juniors. He could not get the post of compost Inspector though he was trained in compost resources and still has not been confirmed in his post while many juniors in service, qualifications and work have got this opportunity already in 1965.

The personal problem is caused when a Gramsevak is posted to a far off place from his home district. It is general feeling that Gramsevak should be posted in his own district. This will help him in getting more cooperation of the villagers, where he possesses more knowledge of the local circumstances.

In the day-to-day working the main problem is coordination. Coordination from department like Revenue. Even Gramsevak is not able to get full coordination from his sister department, i.e. Cooperation Department. Good knowledge of plant protection measures and diseases of Animals also hampers the spirit of a good worker.

The physical, administrative and personal problem are not under the control of the Gramsevak. The only thing he can do is to adjust himself according to circumstances. In the day-today working he has been taking the officials of other departments by personal contact. This is the only field and the only method where Extension Officers also help him.

The pressure of target brought a miserable failure to the Gramsevak Shri Pandey, once at the pressure of target adopted green manuring programme in a village with no irrigation facilities. Unfortunately there were no rains so the programme failed. Shri Pandey is afraid of the same failure in taking up high yielding varieties programme. These varieties require high doses of fertilizer. Under pressure of target he will have to do it in his area where there are no irrigation facilities.

Suggestions:

He is possessing good academic qualification. He is also possessing good professional qualification. Being an Agriculture Diploma holder he must have good knowledge of Agriculture then is expected from other village level workers. So when he feels difficulty in some aspects of agriculture activities then we can say that gramsevaks require intensive training. With the changing pattern of villages our Gramsevak should have the knowledge of Graduation standard. Development is a dynamic process. Science is always changing the face of things so to keep the knowledge of gramsevaks uptodate there is necessity of periodical training programmes.

The idea of thrusting the target should go

away. When village plans are prepared then they should be followed. In a democratic set-up we should start planning and execution from below. The method of planning from high level and responsibility of execution at the lowest level should go away for the good of the nation.

Physical facilities play an important role in the psychological make up for good work. Gram Sevaks should be provided sufficient space to stock their store of seed, fertilizer and equipments.

At present the greatest necessity is taking necessary measures which may /the prevailing frustration /solve among all the workers of devélopment Department. Just and lowest efforts should be done to reward the good and at the same time the bad elements should be weeded out. All the workers are living in a sense of discontentments. All the day hard work and in the end it seems that nothing has been done. Workers are to be educated that development is never complete it is a stage never reached. The world is changing and in a moment the present becomes past. So we should believe in contentment is death and discontentment is life.

Much is the criticism regarding supply-line. It is an administrative lacuna and our administrators have to pay heed to this side. This is due to faulty planning and may be improved with little effort.

Development workers should be provided facilities for higher education and higher training. As stated earlier social change is a dynamic process so in the need of extension workers to be equipped with changing patterns.

Apart from recognition to formal leaders attempts should be made to encourage the informal or function/leaders - i.e. progressive farmers. They should be provided facilities of training and adequate supply of demonstration equipment. They are the best assets of a VLW at present.

/al

...

# CASE STUDY OF A VILLAGE LEVEL WORKER.

## I - Education & Training.

This case study relates to a V.L.W. from district Bilaspur (Madhya Pradesh) who is a young man of 35 years under-going inservice training at Extension Education Institute, Nilokheri district Karnal.

After passing his high school examination in 1952 in second division from Intermediate College Sagar, he worked as a primary school teacher for about two years. In 1954 he was selected for the post of Grâmsevak. He first of all completed one year V.L.W. course in agriculture from Adhar Tal and then six month course in extension from G.T.C.Pawar Khera, Husangabad in 1956.

## II - Experience.

He started his active service as a Gramsevak from 1956, when first of all he was posted in Akallara block. He remained there till May,1964 and then was transferred to Pandi uparaura block, the present place of hisposting. In this way he has completed about ten years of his service in only two blocks.

## III - Job Assignments and Work Problems.

He usually devotes ten hours a day for performing his duties. This timing is not rigid one. He devotes from season to season. In agricultural compaign periods, it is more and in the rest of the period it is less than above mentioned.

He knows about his duties very well, although he has not been provided with any job chart relating to his duties. So far as the fixation of priority among all the works that he has to do, is concerned, he is aware of the works that has to be given priority. This is also done by departmental instructions issued from time to time. It is decided from upper level and not from his own level. During his whole service period the priority has been devoting from one particular programme to others.

Since in the begining he has to do the job of multi-purpose worker the priority was given to the works other than agriculture too, for example communication, national saving scheme, constructional work. But now a days agriculture being his main job he devotes his full attention to this. Among various items of agriculture now a days he is giving priority to propogate high yielding varieties. The priority is decided from the authorities who give him the programme and instructions which may or may not suit to his circle condition, but he has to do accordingly.

IV - <u>Subject-matter knowledge</u>.

He is devoting his cent percent time and energy for agricultural production programmes. In this too propogation of high yielding seed, minor irrigation work and plant protection measures are being given priority. Except in area of plant protection he feels that he has enough subject matter knowledge to perform his duties smoothly and effectively. In plant protection aspect he does not know all about the diseases of the plants, the pasts responsible for them and their control. This difficiency as he feels is due to the incomplete training in this subject during his preservice training. He is of the opinion that much more emphasis should be given during preservice training to plant protection. In other areas of the training programmes he suggest about the utilisation of practical periods as practical only and to impart knowledge and develope skill of the trainee while doing or handling the practical aspect of a subject by them selves. It is his impression that in our G.T.C. practical classes are also utilised as theory classes. The reasons may be any one, it may be possible that due to lack of proper facilities and equipment this practice is being done, but after all it is not desirable and this should be stopped.

V - <u>Extension Methods</u>.

During his service period he has tried a number of extension method and found that personal contact method stands second and then comes demonstration In group contact he has high opinion about meetings through which he got success and solved so many problems concerning to community.

Panchayat meeting, he feels is the best media for approach to the people and he has got a very high opinion for this. Out of all the methods he thinks that this meeting is the best method, but I doubt taking into consideration the presence in panchayat meetings which is not satisfactory, often and specially in our state and I think this is the condition every where. I doubt only the sequence but this may be true in his case.

He has full skill to conduct a method and result demonstration as he feels and is capable of addressing a group meeting although to me he seems to be a man of his nature. He does not find himself in a convenient position to prepare visual aids, but he utilises those received from other sources.

The farm production plans are not prepared for all the farmers, but for a few progressive farmers he prepares them. As he has narated he has prepared about seventy farm plan to farmers. In preparation of these plans he gets assistance and guidance from A.E.O. and departmental circulars. He has not prepared any village plan till today. He is of the opinion that these plans are not useful to him or the farmers as they are often not implemented due to some or other reasons.

VI - <u>Successful experiences.</u>

Out of the succ ess he got in his service period as a gramsevak renovation of tanks stand first. Due to his personal efforts and persuation he made the people of village Parsali, Padaiah and of some other village, feel the importance of renovating the tanks for additional irrigation capacity and did the same. Due to renovation of the tank in village Parsali in Akaltara block he increased the irrigated area by the same tank by seventy five acres and in village Padaiah through other tank by seventy acres in the year 1962-63 in the same block. A few other small tanks he also got renovated but here the details of those are not being mentioned. As he narated the story of these projected the people of those villages were so backward that they never could dream about these projects.

Although he faced but got the work done for which he feels satisfied. Actually it is a very good achievement which set an example for other villages resulting so many tanks renovated. The other work that he did is the completion of a school building costing about 10,000 for which only a grant of Rs.3000/- was given by the government. This project was lying incompleted for several years which he could completed. These two types of projects in which he got success it analysed in the light of the circumstances and environment in which more completed are actually commandable.

XII - Analysis of the problems and suggestions.

Among the main problems he is facing first is the storage of the equipments etc. He finds its difficult to get some suitable place for this purpose with the result he is not in a position to utilise them properly. The second problem of supplies is the greatest which hampers all the programme but he finds helpless in this regard. The third problem that he narated is of the unrealistic programmes, the programmes which are not compatible to the locality he has to deel with. This compels him either to submit falls reports or to make use of the methods which are against the principle of extension to show his existance. The above problems are of such a complexity in nature that they remain unsolved at his level with the result that the programmes suffer adding to his difficulties.

As I felt during the course of his study he is a young energetic, honest and sincere worker. He seems to be a man of withdrawing behaviour, a bit stay but a silent worker. He possesses the qualities of an extension worker.

...

## CASE STUDY OF A VILLAGE LEVEL WORKER

### Introduction

The case under is [illegible], a youngman of 30 years having two children. He is working as Village Level Worker at Umrain Block Samiti, District Alwar in Rajasthan & residing with his family. He belongs to an average middle class family. According to his opinion, a person can get more respect & honour as well as more informations from the villagers if he lives with his family. Sometimes he carries his younger child with him and sits on the Chaopal with the other villagers & discusses personal matters, community welfare and other day to day problems and in this way he gets opportunity to share the sorrows, grievences and happiness with the village people. As there is no female extension worker in Rajasthan, this V.L.W. himself solves the problems of the village ladies through his wife who has studied upto middle. He is quite popular in the village community.

### Basic educational qualifications

So far his basic education qualifications are concerned he is Intermediate with the subjects, Physics & Chemistry. He passed his Intermediate examination in 3rd division in 1959 from Chandermani Deonagri Inter College at Haldor, District Bijnor, Board of high school, U.P. and left his studies due to some unfavourable domestic circumstances. In the same year i.e. 1959 he joined G.T.C. at Kota in Rajasthan for the integrated course of two years. Real thing is that he is a villager belonging to an average middle class family. While studying there was no proper educational facilities as he had to go to school on bicycle 16 miles far from his village. After passing matriculation he joined college and had to stay in the boarding house for which parents could not bear the expenses and he had to leave his studies. He took physics & chemistry to fulfil his high hopes but his fate did not agree with him. The subjects taken in Intermediate helped him much in his job training. He seems to be adequately trained for the job of a V.L.W. On 28.6.67 he had five years, eight months and six days experience as a V.L.W. During this period he had no inservice training except the present one he is now undergoing at Extension Education Institute, Nilokheri.

During the period of his training he had been trained in most of the aspects required for village extension work. He felt that the training covered most of the topics and was quite useful. He acquired proficiency to a great extent in the Agriculture and Animal Husbandry, Panchayat, Cooperation, Industries, Public health and extension education. He is of the firm opinion that the subjects taught to him were found very useful from the point of view of practical utility.

He has successfully used the common methods of extension such as individual contact and group contact method. He feels frequent inservice training is useful.

His job

He knows his job chart very well. Being a Gramsevak he has to work as Panchayat Secretary. He has to spend his duty hours from 10.00 a.m. to 6.00 p.m. Actually there are no regular office hours and he generally works according to the circumstances and the need of the people of his area. He is fully aware that his first and foremost job is to give priority to Improved Agricultural practices as well as to the other emergencies like family planning, high yielding varieties, food & nutrition, package programme etc. According to him it is the Development Commissioner at Sta te level & Block development Officer at Block level who fixes up targets & decide priorities. But this is not a healthy approach. V.L.W. is the person who feels the pulse of the people and is responsible for the achievement of the target. It is but essential that he should have a say in this regard. He gives 75% attention to Intensive agriculture scheme such as distribution of improved seeds & fertilizer, compost pits, green manuring, fruit & vegetable cultivation, irrigation, improved implements, soil conservation, animal husbandry. As all the works of supply are done through Co-operative Societies with the help of Panchayats he devotes 10% time for this. 5% time is devoted to public health in which he takes kitchen gardening, poultry farming, arrangement for the mid day meal of school going and Balwari children, nutritive meal to pregnant and nursing mothers. As there is no Gramsevika or L.S.E.O. in his State Nutrition work is done through school mother (Gram kaki). 3% work is being done in public health and sanitation like drains, drinking water, wells, soakage pits, ventilations, cleanliness compaign and inoculations compaign. 7% of his time is spent in social education like organisation of youth clubs, bal dals, Mahila Mandals, Radio listening society, Adult education, Film show and information centre. He gets very little cooperation from school master.

Learning of improved techniques

He received his job training at G.T.C. Kota in Rajasthan for 2 years. He has basic knowledge for all the above jobs and for improving his knowledge he reads latest publications, news papers and listens radio talks.

Extension methods

He generally uses individual contact and group discussion method for his work. He conducts both kinds of demonstrations i.e. method and result. He uses the charts and posters to propagate a new idea and arranges cinema shows. Village Panchayat has radio through which people can learn lastest technical know how.

Problems

He enumerates some problems which hinders his progress.

1. The foremost problem is lack of co-ordination between various Development departments.
2. Targets are enforced from above and for which he gets only orders and no help.
3. Untimely and inadequate supply of improved seeds, fertilizers, cement, loan etc. He has quite healthy attitude towards the Community Development programme. He is 75% sure about the success of the Community Development Programme, but still he has got some suggestions.
4. All the programme must be totally agriculture oriented.
5. All the V.L.Ws must be kept informed about the latest development in the field of research.
6. All the improved practices must be tested on regional basis before releasing them for adoption.

Preparation of farm plans

His block is selected under Panchayat Samiti Scheme where 30 Panchayats are existing and 30 V.L.Ws are posted for each Panchayat. He has got two villages under his area and one Panchayat controls both of the villages. Last year he prepared 50 village production plans and fulfilled the target. This year he will have to prepare 70 village practical plans. Block Development Officer, Extension Officers, V.L.W. & villagers fix the meeting for village production plan in the month of May & October every year and the plan is sanctioned or approved by the Gram Sabha. These plans have proved very useful as the real persons were not getting necessary supplies previously.

Success & failure

He is getting more than 75% success in his job. In family planning programme he is facing much difficulties which he does not want to express before me.

Findings

This Gram Sewak is young, energetic and enthusiastic. He has an aptitude for rural development work particularly in the field of Agriculture. He appears to be a sincere & hard working man. Such V.L.Ws are asset for the nation. According to my opinion he is an ideal Extension worker and needs encouragement.

Suggestions

1. Too much emphasis should not be given on achieving physical targets, so that they may devote more time for their educational role.

2. V.L.Ws should not be involved in miscellaneous works like Family Planning, Small Saving etc.

3. Supply line requires special attention of the higher authorities. Supply should be adequate and made in time.

4. Extension Officers should not give orders only but they should reach on the spot and give appropriate guidance to the V.L.Ws.

5. Before introducing any new variety V.L.W. should be given guidance as well as sufficient visual aids on the subject matter e.g. posters, charts, literature, flannel graphs, cinema shows etc.

6. Sincere & hard working V.L.Ws. should be rewarded in one form or the other. There should be avenue for further higher studies and for further promotion.

.. ..

## A CASE STUDY OF A V.L.W.

This study is of a V.L.W. posted at in Sehore District of Madhya Pradesh.

The V.L.W. under study is thirty four years of age possessing attractive personality and rural background. He is second son of his parents residing in the village with a farm of Rs.3000/- annual income. He is married having five issues - four sons and one daughter. He believes in family planning&got himself operated three years before. After passing High School in 1955 from Sehayar High School he took the job of V.L.W. and as a private condidate he passed Intermediate in 1964. From the last ten years he is working in the same block of Sehore district. He also worked in the capacity of Agriculture Extension Officer in leave vacancy.

### Pre-service Training

Eighteen months preservice training at Obdullah Ganj Gram Sewak Training Centre provided him basic qualifications for the job. Beside this he also received short term trainings in vaccination, Adult-Education, and Sugar Can Growing. To improve the quality of training he suggests that subjects other than agriculture should be deleted from the syllabus, and much more detailed and practical knowledge of the agriculture and its allied subjects may be given. The crops of that particular zone may specially be dealt.

### Work Load

He has to devote twelve hours daily, almost all to agricultural development.Priority of the items are being given either by state or block authorities. Main emphasis is on distribution of fertilizers which is done through cooperative agencies. These societies are mainly interested in loan distribution, and do not give adequate attention to procurement and distribution of fertilizers in time.

He is competent enough to conduct demonstrations and organising meetings. He does not feel subject matter deficiency. Individual contact, group meetings and demonstrations are the extension methods mostly used by him.

Farm Plans

By now about 4000 crop plans have been prepared, but none of them have ever been executed. They always remain in file and thus 20% time and labour goes to waste paper basket.

Village plans previously were prepared for five years by B.D.O. But now discontinued. At present one year plan is being prepared. This has some use as it gives the basic idea of requirements for the village and farmers are also feel some responsibility to follow according the plan prepared with their consultation in meetings.

Problems

While discussing the problems of V.L.Ws of Madhya Pradesh he pointed out towards:

1. Unfair evaluation of their work.
2. Lack of incentives for better work.
3. Lack of medical facilities in the rural areas.
4. Lack of educational facilities for children.

Job related problems are:

1. Enforced targets from above.
2. Defective supply of fertilizer.
3. Large area covered by V.L.W.

Suggestions

For better achievements he suggests:

1. Supply of good and sufficient seed.
2. Electrification to improve irrigation facilities.
3. Distribution of fertilizer through Agri. Deptt.
4. Proper evaluation of work.
5. Suitable incentive for good work.

-.-

## A CASE STUDY OF A V.L.W.

### I. Previous Background

The V.L.W. comes from an agriculturists' family owning about 15 acres of land in Ludhiana District. He is a youngman of 27 years of age. He received his education upto Intermediate Standard in 1958. He joined as a V.L.W. in April 1963. He was posted at the first instance in Nagli Circle of Ambala Block. He was later on transferred to Dakla circle of Patiala Block and has been serving this circle since April 1964. He has 17 villages under his jurisdiction. He is in all, to approach 1050 farm families in his circle. He has a four years' experience as a V.L.W. at his credit. He has also served as a Sorter for three months in the Census Department.

### II. Training

Before joining the post of a V.L.W., he received his pre-service training for one year at G.T.C. Batala (Punjab) in the year 1962-63. He studied Agriculture, Panchayats, Cooperation, Animal Husbandry, Poultry, etc. This integrated course lasted for one year only. The stress was on laid/the theory. It seems that enough practicals were not conducted during this training. He was no doubt trained in Poultry farming also. But this training could not equip him fully for field work. He had a short training of two months in 1965 at Nabha as a in-service training. During the period of this Refresher Course, he had been trained in Extension Methods, Agriculture, High Yielding varieties programme, cooperation, horticulture and plant protection. He felt that the training covered most of the topics and was useful to him.

### Extension Methods

As regards extension methods, he used individual contact, method and result demonstrations, group meetings, and discussion for popularising the new programmes in his area.

## III. His Achievements

Wheat, groundnut, maize and paddy are the major crops which are grown in his area. The area is backward and people are illiterate. Before his appointment as a V.L.W. in this area, very little was known about the use of fertilizers, improved seed, implements, etc. He, therefore, gave stress in popularizing the fertilizers in 1964 in the area. As a result of his efforts, the quantity of fertilizer increased by 80 per cent. He also recorded appreciable success in popularizing improved varieties such as mexican wheat, hybrid maize and T.N.I. paddy. Four result demonstrations on maxican wheat, one on T.N.I. and 10 such demonstrations on hybrid maize were laid down on cultivators' field during 1965-66. He obtained very good results. As regards to improved implements, much has not been achieved excepting the distribution of a few bar harrow and disc harrows. The plant protection is completely neglected. He has also successfully organised training camps for farmers in Kharif and Rabi seasons. He also achieved success in case of minor irrigation and 10 new wells were dug. He is thoroughly trained and is well versed in the application of technical know-how in agriculture. As a result of his achievements, he has become very popular amongest the farmers. He is satisfied with the good amount of response from the people of his area.

## IV. Failures

1. Timely supply of fertilizers and improved seed is a great problem. The cultivators have shown a great interest in the adoption of a new variety of mexican wheat. But the variety could not be supplied in accordance with the demand. This has lowered his reputation and influence amongest the farmers.

2. The bullocks are also weak. This factor coupled with the non-availability of credit has hindered in the adoption of improved implements and plant protection equipments like spray pumps in the area. He is of the opinion that some subsidy may be given to the farmers. Cooperatives are falling short of the demands of the cultivators in the area.

3. His other problems are of administrative nature. He has complained the lack of coordination between the various departments. He cited a case about construction of a health centre at a suitable place in his area. This is a felt need of the people. He continued his struggle and approached to the authorities. He could not be successful in this case.

4. Too much office paper work.

V. Defeciency Areas

There are a few fields where he is interested in getting comprehensive training. These fields are Animal Husbandry and Dairying, rural health and sanitation, cultivation of vegetables and fruits & poultry farming.

VI. Personality

He is having delightful manners and pleasing personality. He has full confidence in his work. He takes keen interest in solving the problems of farmers.

He feels that community development programme is very helpful in solving diversified problems of the farmers. Agriculture should continue to receive priority in his assignment.

VII. Suggestions

1. Area of his working is too large to handle. It should be reduced to a proper size so that he can approach the farmers in an effective way.

2. Supplies should be made timely and adequate. This will enable him to win the confidence of the farmers.

3. He should be trained through refresher courses in up-to-date techniques. Since he has been trained for one year only.

4. Emphasise should be given on practical training rather than on theory.

5. Irrigation may be developed in the area.

6. Cooperatives should be strengthened. More taccavi loans should be distributed. This will enable the farmers to avail benefit of the improved implements.

7. More incentive should be provided to V.L.W.

## CASE STUDY OF A VILLAGE LEVEL WORKER

### Background

This case study relates to a Gramsevak from District Karnal of Haryana State.

### Education & training

He is a youngman of 30 years and possesses fine personality and good health. As regards his qualifications, he passed his Matriculation Examination in third division in the year 1955 from Govt. High School Ghuranda. In the year 1957, he was admitted to Basic Agriculture School, Sirsa, district Hissar and completed one year basic agriculture training from there. After this he underwent six months training in 1958-59 at the Gramsevak Training Centre, Batala. He has also completed two months refresher course from G.T.C., Nabha in 1965.

### Experience

As regards his service experience, he has worked as Agriculture Sub Inspector for 6 months in the year 1960. As a Village Level Worker he has completed 6 years and 6 months i.e. he has been working as Gramsevak since 23.12.1960. He joined the present circle in June, 1963.

### Work load & job assignments

On an average he spends nine hours per day to perform his duties. Being a field worker, there are no fixed hours of his working. During the sowing period, he has to work for about 12 hours daily. He has not been provided with a job chart but he is very well aware of his main duties. He knows that he has to give top priority to the activities connected with agriculture. The following items are given priority:-

i) To popularise high yielding varieties.
ii) To layout different types of agricultural demonstrations.
iii) Distribution of seed, fertilizers and taquavi.
iv) Plant protection.
v) Vegetable cultivation.

Apart from the items mentioned above he has also to complete his targets in the field of small savings and family planning. Actually he has to work under the directions of his Block Development Officer, who decides priorities. More than 80% of his time he devotes towards agricultural activities. Rest of the 20% of his time he devotes for Animal Husbandry, Cooperation, public health and Panchayat etc. In the field of Animal Husbandry, he treats minor ailments and helps in control of infectious diseases. In the field of Public Health he helps in family planning programme. In cooperation, he helps in the raising of membership of Cooperative society. Similarly he helps in the realization of Panchayat taxes.

Subject matter knowledge

As regards the subject matter knowledge he finds himself quite efficient to discharge his duties. But actually I personally feel /is that he/jack of all trades and master of none. He realizes that his knowledge in the field of Plant protection is some what poor. The role of a Gramsevak has become mechanical. He is more interested in completing his targets of lifting seed etc.

So far as the question of the quality of preservice training is concerned, he thinks it quite sufficient. He feels that emphasis should be laid on practical classes during the training period. It is very difficult to retain all that subject matter knowledge which is imparted during training. He forgets the theoritical portions and only remembers the practical working.

Extension methods

During the period of his service he has used some extension methods e.g. Demonstrations, meetings, campus/and individual contacts. In his opinion laying out of effective demonstrations and meetings are good extension methods.

He has necessary skills to conduct method and result demonstrations. He has also got the capacity to address a group meeting but he finds difficulty in preparing visual aids.

Every year he has to prepare farm production plans of eighty farmers of his circle. The extension officer(agriculture) guides him in preparing these plans and then he has to prepare the plans himself. The B.D.O. and the Extension Officer checks some of these plans. He has prepared about 240 plans so far. He does not have village production plans for all the villages in his circle.

He realizes that these farm production plans are useful. He gets chance to develop contacts while preparing these plans. It helps in systematic and better farming. They also help in the extension of improved agricultural practices. But actually speaking all these farmers whose plans are prepared, do not work according to these plans.

Analysis of the problems

The main problem that he has to face is of timely supplies. Sometimes the supplies of seeds, equipments etc. are received quite late and he looses confidence of villagers. Sometimes the problem of local village politics hinders his working but he tries to remain neutral and satisfy both the parties. He has also not been able to help the farmers in the field of plant protection. He also feels the problem of residential accommodation and education of children.

He could not mention his specific achievements and failures. Only the work to which he attributes his success is the use of fertilizer by the farmers.

..                ..

## CASE STUDY OF A VILLAGE LEVEL WORKER

### I. Background

The V.L.W. of District Satana (M.P.) is a young man of 32 years. He has passed his High School Examination from Vankat High School Satana (M.P.) in 2nd Division in the year 1953. He passed Intermediate as a private candidate from M.P. Board in Second Division in the year 1962.

### II. Training

He was selected for the post of V.L.W. and received V.L.W. training for six month in September, 1953 from G.T.C. Naogaon (M.P.). His date of joining is October, 1960. He was further trained in the Basic Agriculture for a period of one year in the year 1957 at G.T.C. Naogaon (M.P.). His length of total service as V.L.W. is thirteen years and two months.

### III. Areas of working

He spends six hours time per day in performance of his duties. Since the abolition of the post of B.D.O., he is working purely for the agricultural development under the Extension Officer Agriculture. He knows his job chart. He is also aware regarding the priorities in his job chart. The priorities are decided by the Deputy Director of Agriculture. Improved seed and use of chemical fertilizers have been given the priorities in his routine work. He devotes his whole time for the general agriculture development work and has nothing to do with the other developments like coop., public health, etc.

### IV. Deficiencies

His deficiencies in the subject matter knowledge are the latest techniques in the High Yielding Varieties Programme and Plant Protection measures.

His pre-service training was only for a period of six months, which was inadequate. This has been compensated by training him in Basic Agriculture for one year. In view of his practical

experience he suggested 80% emphasis on Agriculture specially on crop varieties for different areas, cultivation of different crops, high yielding varieties and plant protection; should be given in the pre-service training.

V. Extension Method

He has used individual contact, group contact and mass contact methods, demonstrations and exhibitions for his extension work. He found the individual contact, group contact and demonstration method as effective in his working.

He has skills to conduct a method demonstration, lay out a result demonstration and address a group meeting. He has no skill to prepare simple audio visual aids to supplement his skill.

VI. Successful experiences and failures

Farm production plans have been introduced in his block in this year. He has prepared only eight farm production plans. Guiding points for the preparation of production plans are discussed in the staff meeting. Extension Officer Agriculture prepares the village plans on the basis of targets of the block and salient features of the village. The village plans are given to V.L.Ws, who break the targets and prepare individual plans. He finds it useful in maintaining the supply line of seed and fertilizers. He was found generally successful in fulfilling the targets assigned to him because of his approach and relationships with the villagers.

He failed in green manuring programme. He has taken up in a village because of some natural factors. Sanai Seed was sown. The area was unirrigated. The rain failed and he received a set back in this programme. Irrigation, soil turning plough and timely turning the green manure crop is very essential to make this programme a success.

VII. Analysis of the problems and suggestions

The V.L.W. under study has got one quarter for his residence. Seeds and fertilizers are also distributed by the Cooperative Societies in his area of operation. Therefore he is not much worried about the storage and other accommodation problem. But the real problem he had to face was the lack of timely supply of the seeds and fertilisers. Moreover the quantity supplied was not at all adequate.

He feels that for the successful programme timely and adequate supply is very essential.

He is of the opinion that the contineous training for the gram sevaks in the high yielding technology is urgently required to equip them for this important job.

He has undergone pre-service training only for six months which from his point of view was too short period. In this period full justice could not be done and as a result the training was in-adequate. He suggests that 80% emphasis should be given on imparting training in agriculture and allied subjects.

-.-

# CASE STUDY OF A VILLAGE LEVEL WORKER.

## Introduction.

The V.L.W. under study is from district Jabalpur, (M.P.) The basic qualification of Shri Chauhan is high school. He passed his high school certificate examination from Nagpur board from Municipal High School, Kareli with IInd division in the year 1954. Shri Chauhan is now 33 years old.

## Training.

Being a man from rural area Shri Chauhan was interested in the rural development works and with this zeal he sought his admission in ADHARTAL Gram Sevak Training Centre. He passed this one year's duration training in 1955-56. And just after their training he was given 6 months training in Extension at Pawarkhera centre.

## Service.

After completing the trainings allied to the job Shri Chauhan joined his service as a V.L.W. in the year 1957 and by now he has put in 10 years and ½ months services as village level worker.

## Administrative structure.

When Shri Chauhan joined his service in the block, there was a team of Officers, Agriculture, Animal Husbandry Cooperation, Social Education and Industries etc. headed by the Block Development Officer. The V.L.W. was expected to work in all the section of development though mainly in Agriculture.

## Change in set up.

But with the decision of the state government now the post of the Block Development Officer has since been abolished since 2 years back and the Agriculture Extension Officer has been seperated from the block. With this change in the administrative set up, the V.L.W. has also been shifted to the agriculture department from the development department. Now, the V.L.W. is not required to carry out the work in other section except agriculture.

Now, the V.L.Ws. are under the administration of the department of agriculture and controlled by the Deputy Director's of Agriculture who are at the district level. At the block level the V.L.Ws. are under the control of the Agriculture Extension Officer.

The openion of Mr. Chauhan about this change is that his efficiency has increased and now he has got full time for agricultural works.

Present circle.

Shri Chauhan joined his present circle Sihora on 7th July, 1963 and since then he is working there. He works hard i.e. about 12 hours a day at sowing times and fertilizer application time. Beside these seasonal times averagly he works 5-6 hours field work and 2-3 hours office work.

Shri Chauhan has not been provided the job chart. He has to carry out only agricultural work and for doing these works he receives the monthly programme from the Deputy Director of Agriculture, Jabalpur. Thus Shri Chauhan is devoting his 100% time for agricultural activities specially in high yielding varieties, improved practices, fertilizer and plant protection activities.

Effectiveness of training.

Though Shri Chauhan is trained in V.L.Ws training course but inspite of this he feels that the knowledge imparted to him during his training in plant protection and horticulture was not adequate and at times he feels difficulties in his work. In plant protection the theory aspect of course is completed but desired impetus is not given towards the practical side of the subject. He says that to be frank enough I myself and my others collegues are not able to identify the common diseases and pest attacks on the crops in the field. Moreover, so many new chemicals in the market have arrived now about which we have no knowledge. Similarly in horticulture no practice is given in vegetative propogation cutting, budding and grafting etc. Emphasis is also not given on the cultivation of fruits. So, Shri Chauhan is of the opinion that more items should be incorporated in the syllabus of the V.L.W. in plant protection and horticulture and in agricultural implements too so as to over come the above lecuness.

Use of Extension methods.

Shri Chauhan makes use of the following extension methods for convincing the farmers. These are Method demonstration, Result demonstration, Meetings, Individual contact, Field trips of the farmers, Posters, and Film shows occasionally. But the experience of Mr. Chauhan is that individual contact is the most effective method of extension followed by result demonstration and method demonstration. He says that for demonstrations also close individual contact has got to be done. Mr. Chauhan has all the necessary skills for conducting a method demonstration, bringing out a result demonstration and address a group meeting. But at times he feels difficulty in conducting method demonstrations for improved agricultural implements and for this insufficient training and practice in handling the implements is responsible. He has also not prepared simple visual aids.

Farm Plans.

In Madhya Pradesh, farm production plans are not required to prepare for all the farmers. The production plans are prepared only for those farmers who under take the cultivation of high yielding varieties which are about 4%. Shri Chauhan prepared 13 farm production plans in last Rabi season and 127 in current kharif season. Guidance is given by the agriculture extension officer in preparing the farm production plans. Shri Chauhan experience says that these farm production plans are not eff-ective and the purpose is not served because the fertilizer and other requirements are not met out in time.

Village plans.

Production plans are also prepared by the V.L.Ws. V.L.Ws. mainly collect the basic data required for farmulating the production plan and then the agriculture extension officer holds a meeting of the V.L.Ws. and finalise the production plans. Mr. Chauhan has prepared the production plans for 13 villages of his circle out of 15. He left 2 villages rather towns which are big towns having muncipalities.

His circle consists of 15 villages out of which 5 are municipal towns. The population of the entire circle is 18,000, out of which rural population is only 4000.

Thus he does not feel difficulty in formulating the production plans. The production plans are prepared for 5 year and then bifurcated annually. These production plans are also as a matter of fact paper plan and not useful and effective because the follow up is not done and the material is not supplied to the farmers required as per production plan.

Problems and solutions.

Though Shri Chauhan works very hard with interest and enthusiasm but he faces some of the administrative and technical problems. Administrative problems are mainly of supply line. The supply is not met within time. Technical problems are mainly related to the field of plant protection and these problems are either solved by the V.L.W. himself after consulting the Agriculture Extension Officer or the graduate student of Shri Jawahar Lal Nehru, Krishi Vidhyalya, Jabalpur. The students often come to the village for their village work. The remaining problems are sent to the Deputy Director and Plant protection officer and they are solved.

Success and failures.

In his 10 years service he got a good success in digging up the compost pit in a village Simana where every cultivator family has got a compost pit. He has also been able to increase the area under irrigation and a reasonable increase in fertilizer use. When Shri Chauhan joined his circle the consumption of fertilizer was only 2 tons while now it has been raised to 35 tons year. The reason is good cooperation with the sarpanchas.

Mr.Chauhan did not get success in kitchen gardening because of the lack of irrigation facilities.

Mr.Chauhan is very well behaved V.L.W. and maintaines good relations with his 3 Sarpanchas, Agriculture Extension Officer and the Deputy Director of Agriculture.

Analysis.

Now if the case study is analyzed, it comes to our conclusion:

i) Shri Chauhan is trained in Agriculture for one year in which he studied all the branches of agriculture.

ii) In training more impetion was said to have been given on theory aspect and the practical aspect was not touched. Mainly the practical training was lacking in plant protection, horticulture and improved implements.

iii) The area of operation is also too big, comprising of 15 villages. It is too big circle and No. of families are also large with the result that the farmers can not be contacted easily.

iv) He has put in more than 10 years service, but still he is continuing as V.L.W. and no channel seems to be there for further promotion This factor reduces the enthusiasm.

v) Village production plan and farm production plan remain to be just a formality and persuation is not done.

vi) New high yielding varieties and new plant protection chemicals are coming out, but the knowledge of the V.L.W. about these remains to be poor. So arrangements for periodical training should be made.

Findings.

i) The duration of training i.e. one year is not adequate, because in this short duration it is not possible to teach every subject in agriculture.

ii) More emphasis should be given on the practical side of plant protection, horticulture and improved implements. This should clearly be incorporated in the syllabus.

iii) The area of operation should be reduced and kept which is easily inreach of the V.L.W.

iv) There must be chances for his further promotion. Either he should be given a chance to carry out his higher studies in agriculture or he should directly be promoted on a post which is in between the agriculture extension officer and the V.L.W.

v) Village production plan should be made more effective. Persuation should be done for their implementation.

vi) Similarly farm production plan should be made more effective.

vii) Periodical trainings should be arranged for imparting knowledge in high yielding varieties and new plant protection chemicals.

viii) V.L.W. should also be provided with the literature like magzines etc. so that he can keep up with the new ideas.

...

# Working of Gram Panchayat
## Haibatpur

## A CASE STUDY

### Introduction

The Haibatpur village was included in Bukhapari Gram Sabha during 1957 to 1962. In the second election in 1962 as a result of reorganization Haibatpur is a separate Panchayat. Shri Ram Chandra is the Sarpanch since 1962. There are five Panches one of them is a lady. No seat is vacant.

### Meetings

The Gram Sabha holds its meeting twice a year. The Panchayat meetings are held twice a month. The average attendance is just to complete the quorum. Lack of interest and ignorance of rights is the reason attributed to it. The Sarpanch has taken steps to increase the attendance by wide publicity and persuasion. One cause of this low attendance of meetings was that the Panchayat has not been in a position to fulfil the necessities of people because many of the resolutions are shelved without any action.

### Resources

The main source of the income of the Gram Panchayat is 21 acres Panchayat land. Last year the Panchayat got Rs.1000.00 as a lease for it and sold vegetables worth Rs.400.00. The other sources is the Chullah tax. It is assessed at a rate of Rs.4.00 per land holder, Rs.3.00 per tenant and Rs.1.00 per labour. This comes approximately to Rs.500.00.

### Pattern of expenditure and work done

The main items of expenditure are-(1) Allowance to Secretary which is Rs.150/- per annum (2) Sanitation Rs.120/- per annum. The Panchayat has appointed a sweeper for this purpose (3) Maintainence of Water pumps which comes to Rs.100/- p.a. (4) The Panchayat has also purchased utensils worth Rs.550/- for Community dinners (5) The cost of stationary and other miscellaneous charges comes to Rs.50/- p.a.

The Panchayat has laid Kharanja in the village. There is cleanliness in the village streets. A school building has been constructed. It is well fenced and facility of hand pump. Three culverts have been constructed, Hand pumps have also been erected. It has not been helpful in progress of Agriculture and Cattle activities.

The Government aid through block agency was received for hand pumps amounting to Rs.150/-, school building Rs.900/-, culverts Rs.250/-, repair of school building Rs.100/- and for establishment Rs.400/-.

The contribution of the Panchayat for above grants is considerable. The school building and its fencing costs Rs.7,500/-, while only Rs.900/- were received as grants-in-aid. The hand pumps were erected at a cost of Rs.1000/-. The public contribution comes to Rs.850/-. No amount was received for construction of Kharanja. The Panchayat has constructed them at an estimated cost of Rs.3000/-. For the construction of culverts the Panchayat contributed Rs.1200/-. This shows that the Panchayat has done good work with public enthusiasm. It has been able to mobilise the villagers and has utilised its resources for the maximum benefit of the villagers.

Coordination

The sarpanch told that the Village Level Worker does not pay sufficient attention to the Panchayats. The Panchayat Secretary helps Panchayats. He is helpful in the maintainence of records but not in the actual activities. The Extension Officer is helpful in the guidance regarding records and accounts. He also helps Panchayat in getting resolutions considered at higher levels.

Problems

According to the Sarpanch the main difficulty is due to the apathy on the part of the villagers. The resources are also limited. It is very difficult to realise the tax. The higher officials do not pay much attention to the resolutions of the Panchayat. The difficulties can be surmounted by providing greater help to the villagers of their necessities - loan, seed, fertilizers and cement etc. There should be strict rules regarding realisation of taxes. The Panchayat should get a part of the land Revenue realised from the village. The Panchayat is also ready to realise land revenue provided it gets commission in the form of share thereof. The higher authorities should respect the Panchayats. Their resolutions should be given proper attention.

Analysis and conclusions

This Panchayat may be said to be a progressive Panchayat with the activities it has carried on so far and from the peoples' contribution it has mobilised. It can be said that it has been successful in its endeavours to provide physical facilities to the villagers. Till the time of the construction for physical facilities the momentum and enthusiasm was there among the villagers. But now that target has been achieved, there is general apathy among the masses. Once Kharanja constructed, hand pumps fitted, community buildings erected there is nothing on sight for which people's mobilisation can be achieved. For this we have to give a way. We have to keep in mind that the aim of community development is the all round development of the village and villagers. The Panchayati Raj Sammelan at Hyderabad has given us guide lines. Till we have not achieved maximum potential in agriculture our Panchayat cannot be said to be successful. Cottage industries need encouragement, local resources are to be utilised, the problem of labour section of the villages have

to be solved. Now we have to enlighten the Panchayats on these lines. Panchayat should take more responsibilities in the field of agriculture-supplying of seeds, fertilizers and irrigation facilities. Villagers are to be educated regarding new Agricultural varieties, new seeds and improved methods of cattle rearing. This is the greatest demand of the villagers and it is a must for Panchayats, if they want to prove their existence. The Block staff may train the office bearers of Panchayat in this respect.

The resources of the Panchayat should be fully utilized. Good orchards can be laid on Panchayat land with Government assistence. This will provide good income to the Panchayat.

The democratic institution require sympathy and honour from all quarters and particularly official circles. India is a democratic country and we should have faith in democracy. Our democratic machinery needs to show sympathetic considerations on the demand of Panchayats. There should be chances of regular meetings of representatives of Panchayat and Government officials so that adjustment may not take long time.

.. .. ..

# DRINKING WATER IN DABAR THALA

## (A case study )

### Introduction.

The Gram sabha Dabar Thala is situated about five miles away towards south from Nilokheri in Nilokheri block district Karnal. This gram sabha consists of three hamlets. The main hamlet is Dabar thala itself. As the Dabar thala village is surrounded by low lying area and specially in rainy season it is surrounded by rainy water from all sides. The population of the village is about 400.

### Problem.

The chief sources of drinking water supply are wells and hand pumps. There are in all seven wells and four hand pumps.

According to the existing conditions wells can be classified in to two categories. Out of seven wells five belong to upper class or eastes which are used only by them. Out of remaining two, one belong to Harijans and other to Balmikees which are considered as untouchable castes.

Out of four hand pumps only three are complete and one is under installation.

### Construction.

So far as the construction of wells specially of uper classes are concerned, they are very old, pucca with semi purapet wall, having two connecting pucca tanks and fitted with rahats. The condition of these wells are not good. Two of them may collapse at any time. There is no drain or soakage pit for the disposal of waste water coming out from these wells. The wells are uncovered and are under some tree. The water table is at about ten to fifteen feet from ground level and the wells are quite deep. All the wells are constructed round about the village, none of them is in the centre of this village. These wells belong to Shri Sibha, Shri Nihalla, Sh.Ram Ji lal, Sh.Raja and to Shri Chamla respectively.

Functions of the wells
and sources of disease.

These five wells serve both the purpose of drinking and irrigation. When rehat is in operation ladies take water from the tanks attached with the well, but when rahat is not in operation water is taken out with the help of rope and buckets. The observation on the spot showed some very unhealthy practices e.g.people take bath in same tank in which utensils are being washed and from the same tank people take out water in their buckets for drinking purposes also. The animals also drink water directly from the same tank. These tanks are connected with rahat discharge.

There is no common rope and bucket for taking out water and in this way with the use of individual dirty buckets and rope the water of the well becomes contaminated. The water of the tanks is totally unsafe for drinking purpose. In this way I feel that the water of the well gets poluted from the impurities coming from uper side because there is no protection for this. People also clean their cloth on the plat-form resulting in addition of impurities in the wells. People do not disinfect water very often, it is done only when some goverment worker does it.

Caste factor.

The remaining two wells belonging to harijans and balmikees are now in construction, and are pucca with parapet walls. But there is too drain and soakage pit for them. The wells are uncovered. The system for taking out water is rope and bucket. There are also always chances for water polution due to insertion of individual buckets, open mouth and water perculation.

Hand pumps.

Out of the four hand pumps, one has been installed at school which is in very bad condition. Neither pucca platform no drain and soakage pit has been constructed for this, with the result dirty water goes down along-with hand pump casing and polute the water. Two hand pumps which are in working order belong to Shri Laxmi Chand and Shri Raja are in good condition and are private one. The remaining hand pump is still under installation.

In this way except two private hand pumps all other sources of water supply are in very unhygienic condition.

Conclusions.

The remedy for this is remodeling of existing wells and converting them into sanitary wells. All the existing wells should be repaired, covered completely fitted with hand pump to take out water. There should also be the construction of drains and soakage pits for waste water. Hand pumps already installed should be provided with pucca platform, drain and soakage pits. Health education should be introduced so that people may know the ill effect of unsafe water on the health. I think if the above consideration is taken into account the problem will be solved.

...

# CASE STUDY OF A V.L.W.

## ( In a block of Madhya Pradesh )

C.L.Gupta

(This case study is one of the five case studies conducted during the study tour to Powerkheda. The information collected in this study has been compiled after interviewing the particular village level worker in his village, the members of the Panchayat of the village and the teacher of the GTC who has acted as a guide for this visit. The discussions with the Deputy Director of Agriculture of the District have also influenced the conclusions and suggestions provided here).

INTRODUCTION:-

This VLW is 48 years old. He passed his middle school examination in 1937 from Hoshangabad. He is active and smart. He has put in 24 years service by now. He joined Government service as a Demonstration-Kamdar. He remained on this post for six years for which he received training in Nagpur for about six months in 1942-43. For three years he had worked as Stock-man. He received 8 months training in 1948 for this post. Since 1952 he has been working as a village level worker and has spent nearly 15 years on this job. He was trained in Extension Methods at GTC Powarkheda in 1956 for three months. In addition to his training at GTC in 1956 he received two months training in a refresher's course at Gwalior in 1963.

TRAINING:-

He also received 3 months training in Compost making in 1961 at Obdullaganj. The total period of training received by him during his service works out to about 22 months.

PRESENT CIRCLE:-

He is working in Jasalpur village from 1952. The population of this village is 1400 and the population of his total circle which consists of 11 villages is 7000. In the circle there are 9 Primary Schools, one High School and two Girls Middle schools. The percentage of agriculturists is 80% and the majority of the rest of the population is engaged in labour work. They work in Hoshangabad and also take the gardens on contract. There is one cooperative farming society in the village which deals with fertilizer etc.

There are 4 tractors, 36 electric pumps and 24 oil engines in the circle.

WORK LOAD:-

The VLW works about 8-10 hours per day and more during the time of seed and fertilizer distribution. He seemed to be a very hard working and sound man. He keeps very good relations with the Sarpanch and villagers. His work and popularity can be judged by the fact that since 1952 he is working in the same circle. He is appreciated by all. His job chart is not prescribed. The VLW gets instructions each month, from the Deputy Director of Agriculture, Hoshangabad and the Agri. Extension Officer of the block. In Madhya Pradesh the post of BDO was abolished, and now the VLWs are directly under the Department of Agriculture. In the District Deputy Director of Agri. is over all incharge of the development schemes. AEO (Ag.) and VLWs function under his guidance and supervision. Gramsevak is no longer a multipurpose worker. He only deals with the Agriculture. The VLW devotes 100% time for agriculture work and the priority is given to the high yielding programme.

He is an experienced VLW with the required knowledge of subject-matter to enable him to discharge his duties satisfactorily. But he also pointed out that in some areas he feels some difficulty. These pertain to plant protection methods and in improved implements. This does not mean that the pre-service training was incomplete. It has some bearing on the fact that newer and newer problems are appearing in the field of plant protection and the village level workers do need some reinforcement about the latest know-how in this area. Same is true with the implements. VLWs are not given adequate practice in their handling, use and economics of their use by the farmers.

For meeting this deficiency one way is to provide more training in plant protection and improved implements with more emphasis to the village work.

The Extension methods used by the VLW are personal contact, meetings, demonstrations etc. The most effective method in his opinion is demonstration and next is personal contact. He has got necessary skills to conduct the demonstrations, and meetings.

Village production plans are now not prepared. They were used to be prepared previously but with the abolition of the post of BDO they have also disappeared. It was felt that village production plans

have always remained on the paper. Hence its disappearance has not affected the quality of work in agricultural production. The production plans he says are useful and this VLW persuades the farmers to follow the production plans, as far as possible.

PROBLEMS:

1. Taccavi: - Small farmers do not get it because of owning lesser land. Moreover, it is not distributed strictly as per recommendations of the village level workers.

2. Supply for seeds and fertilizers is not active. The cultivators do not get the seeds and the fertilizers in time. Only five centres distribute the fertilizers and seeds in the whole circle. This is too little. A farmer has to cover a distance of 15 to 18 miles in some cases to get his needs. The cultivators are therefore not in a position to avail these facilities. This is specially true of farmers with small holdings.

These solutions of these problems are beyond the reach of the VLW The other problems of technical nature/ from the AEO, Deputy Director and other specialists of the Department to the extent available.

/are solved by/ the VLW himself & Asstt: is taken/.

His relationship with the Sarpanch, AEO, Deputy Director are very good and thus he seeks help from all the personnel.

SUCCESS AND FAILURES:

The Gramsevak is a hard worker. He has remarkable success in irrigation, fertilizer and horticulture etc. When he joined there were only 72 wells and now the number had gone to 376. The distribution of fertilizer has gone from 2 tons to 60 tons during his period of service in this village. The area under orchards is 1300 acres now, while it was only 300 acres when he joined this block. Technically he has failed toward attracting the farmers to dig up the compost pits and fill them scientifically. The people are lethargic by nature.

Findings and suggestions :

The following are some of the findings and suggestions.

1. Short courses on plant protection, improved implements etc. may be organized before every season.

2. More village work may be included in the pre-service training. More emphasis be given on practicals of plant protection and implements.

3. Policics regarding Taccavi distribution and seed and fertilizer distribution be amended so as to make it available to every farmer within a radious of five miles.

4. The area of operation is much bigger, it may be reduced to half per village level worker.

...

# ANALYSIS OF THE FINDINGS OF THE CASE STUDIES OF THE VILLAGE LEVEL WORKERS AND THEIR IMPLICATIONS

T.M.Dak

## I. INTRODUCTION

Teaching is a two way traffic between the teacher and the learner. The teaching can be improved upon only when the reactions of the learner; are taken into account. With this idea a well-planned programme of case studies of seasoned and well-experienced grass-root workers - the Village Level Workers undergoing two months refresher training course at the Extension Education Institute, Nilokheri have been taken up which will contribute not only in developing training programme suited to the field requirements but in evolving a policy very conducive for successful implementation of development programmes in the field. The studies have been conducted by the staff of the Extension Education Institute as well as by the Instructor participants under two months training in Extension Education. (One of the main purposes of taking up these studies was to give an opportunity to Instructor trainees as to how such studies can be conducted).

The V.L.Ws studied under this programme represent a wide range of some of the northern Indian States namely; Punjab, Haryana, U.P., M.P. and Rajasthan. The findings of these studies are based upon the experiences of 14 Village Level Workers, most of whom have been with the programme of Community Development since its inception. Almost all the V.L.Ws have completed their pre-service training and attended some kind of ad-hoc short term training courses during their service career.

## II. MAIN FINDINGS

1. States: The composition of the V.L.W. trainees indicates that six belong to M.P., 4 belong to Punjab, 3 belong to Haryana and one to Rajasthan.

2. Experience: Their experience as V.L.Ws varies from 4 to 14 years. Seven of them have put in 10 or more years of service. The experience of the remaining ranges between 4 to 9 years.

3. Age: The factor of age seems to be constant. The V.L.Ws are, in these studies, between 27 to 35 years of age. Out of 14 only 4 are below the age of 30, the rest fall in the category of 31 to 35.

4. Educational qualifications: So far as the educational qualifications are concerned 50% of them are Intermediate. The remaining have passed their high school.

5. Background: Of the nine responded, six persons have agriculture as their background. The rest belong to the non-agricultural section.

6. Training: The findings reveal that all the V.L.Ws have undergone pre-service training. This training varies from state to state in terms of duration. The minimum pre-service training imparted was for the six months duration. The V.L.Ws coming from M.P., and Haryana have undergone six months training, while in case of Punjab V.L.Ws. the duration was one year. In general four V.L.Ws. have had six months' training, eight one year and two, two years' training.

7. Workload: The workload as indicated by the V.L.Ws varies from six to twelve hours a day. Four V.L.Ws mentioned that they devote six to eight hours a day on the job while the number of V.L.Ws. devoting 9 to 10 hours and 10 to 12 hours a day is 4 in each case.

8. Subject matter: Excluding one almost all the V.L.Ws. have expressed the satisfaction regarding their subject matter knowledge except in the field of plant protection. The deficiency as expressed by the V.L.Ws is due to the lack of proper pre-service training they have undergone at the G.T.Cs. It does not mean that the training as a whole was ineffective.

9. The effectiveness of the training: Out of the 11 V.L.Ws, 9 have expressed that the training they have received during the pre-service training was effective except for certain specific areas such as plant protection & horticulture. In the opinion of the two V.L.Ws the training was not at all effective.

10. Extension methods: Almost all the V.L.Ws. under study have indicated that they make use of method demonstrations, result demonstrations, individual contact, group discussions, meetings, particularly that of Panchayat meetings and film shows in their work. They have also expressed their satisfaction regarding the effective use of thesemethods except preparation of audio-visual aids. The few of them have expressed that they are not in a position to prepare Audio-visual aids required for the job purposes.

11. Successful experiences: Most of the V.L.Ws feel satisfied with their working in one or the other area. Five V.L.Ws out of fourteen have expressed that they have succeeded in making the fertilizer more popular. The V.L.Ws who have claimed success in the programme of high yielding varieties or improved varieties are three in number, while seven have achieved considerable success in construction of wells, tube-wells, renovation of tanks, construction of roads, school buildings etc. Only two V.L.Ws. have mentioned their success in the field of green manuring and compost making practices.

12. The deficiencies: The areas of deficiency which were common to most of them are the identification of plant diseases, insects and pests and control of these diseases including proper use of different plant protection measures, skills related to preparation of Audio-visual Aids and the latest techniques of high yielding varieties. The deficiencies which are individually felt by the V.L.Ws are in the field of horticulture, mechanized implements, adult psychology, animal diseases and their control, animal husbandry etc.

## III. THE PROBLEM AREAS

The problems as experienced by the V.L.Ws under study can be summarized as below:-

1. Most of the V.L.Ws expressed that the programme of Extension suffers considerably because of untimely and inadequate supplies of seeds, fertilizers, and plant protection measures.

2. Another problem they face is unrealistic targets that are fixed by the higher officers for achievement by the V.L.Ws. The local conditions and time available are not kept in view while fixing these targets which creates many problems for them. They are not in a position to complete these targets but in order to satisfy their superiors they have to submit false reports.

3. Even after 10 to 14 years of service they do not find any incentive in the form of promotion or higher education. This creates frustration in the minds of the V.L.Ws. particularly those who are doing their job earnestly.

4. What is worse is that after putting 10 years of service the V.L.Ws have not yet been confirmed. This is very discouraging.

5. Gramsevaks are also striving for the higher scales of pay which has not been possible.

6. Coordination between different workers and departments are lacking as a result the programme suffers.

7. Guidance is not being provided with a view to help the grass-root workers but supervisors who work with them as inspectors.

8. The V.L.Ws feel that the system of credit is not based upon sound lines.

9. The Instructors of the G.T.Cs do not have sufficient field experiences and aptitude for village work.

10. At a number of places Gramsevaks have not been provided with residential quarters which would also help them to keep plant protection equipment, implements, seeds and other articles required for their job.

11. The V.L.Ws are not kept in touch with the latest developments in the field of agriculture as they are not supplied with regular literature, nor they are sent for training after every 2 or 3 years.

12. A common problem experienced by almost all the V.L.Ws is the assignment of miscellaneous jobs such as cooperation, family planning, census etc. which take most of their time.

13. The new varieties are introduced without imparting training to them in advance. As a result, they cannot keep pace with the new information and satisfy the farmers.

14. Some V.L.Ws have also pointed out that the area covered by them is too big and it is difficult for them to give full attention to it.

15. They feel that the evaluation of the work done by them is sometimes unfair and prejudicial.

16. Most of the V.L.Ws. feel that they do not get proper medical and educational facilities for their families in the rural areas, which results in the negligence towards family responsibilities on their part.

## IV. IMPLICATIONS AS RELATED TO THE EXTENSION TRAINING & ADMINISTRATION.

The analysis of these case studies highlights many important aspects related to the programmes and policy of Community Development and extension training. These invite serious thinking on the part of policy makers and trainers particularly on the following issues:-

1. Preservice training of the V.L.Ws requires more emphasis upon the following important aspects of the syllabus, such as, plant protection measures, identification of plant diseases and proper use insecticides and pesticides; practical aspects of horticulture; animal diseases and their control; visual aids and the package of practices of the high yielding varieties.

2. Those who had only six months or one year preservice training should be again given an opportunity to undergo further training to overcome their deficiencies.

3. Instructors deputed at the G.T.Cs should have sufficient field experiences and aptitude for village development.

4. In order to overcome the discontentment and frustration among the V.L.Ws incentives of promotion or higher education or higher training particularly for those who have completed atleast 10 years of service may be provided.

5. Due to the rapid advance of Science and technology V.L.Ws' should be given a chance to refresh their knowledge once in every two or three years. The duration of such training may be varied keeping in view the convenience and the factors of time and money.

6. Immediate steps need to be taken to confirm such Gramsevaks who have put in 10 or more years of service.

7. Targets should not be fixed or imposed unless factors like adequate and timely supplies; existing local conditions; time and place etc. are taken into account.

8. Guidance from technical experts and superiors will go a long way in equipping the V.L.Ws for more effective execution of the programme.

9. Miscellaneous work assigned to V.L.Ws should be minimised to enable them to attend to the more important job of increasing agriculture production.

10. A short orientation training for every new variety or practice is imperative before it is introduced in the area.

11. Residential accommodation for the V.L.Ws is very important. This can also be utilized to keep all his aids, tools, equipments etc.

12. Medical care and educational facilities for his family members are extremely necessary to help him to concentrate on his work.

13. In order to popularise high yielding varieties, some changes in the procedures of advancing loans are necessary

14. Attractive pay scales with increasing responsibilities will improve the efficiency of the V.L.Ws.

.. ..

## ANALYSIS AND FINDINGS

( Six case studies of Instructors of GTCs )

From the six case studies conducted by the members of the teaching staff of this Institute, it is observed that four instructors are from the State of U.P. and two from Rajasthan. Of these three instructors teach Public health, two Agriculture and one Community development. Three of this group are graduates, one Post-graduate and two Intermediate. They all belong to the age group of 32 to 40.

### TRAINING

The three instructors in Public Health have had their diploma in health and hygiene. Five of them have been trained in the Applied Nutrition Programme. The Instructors of U.P. have had training in Community Development, Orientation course and some of them have had training in Social Education and Extension. Two of them have been trained as Block Development Officers. One of the instructors has attended a Foundational training course at the Officers' training school, Jodhpur and another has had training in Pedagogy for one year. The type and duration of training received differs from individual to individual. In one case the period of training has exceeded one year in the other it is nearly six months. Two instructors have had an average three months' training while the remaining two have had training less than 15 days. Taking into consideration the number of years of service, the training received is not evenly distributed according to the nature of duties assigned to the instructors.

### EXPERIENCE

The period of experience of these instructors ranges from 5 years to 17 years all of which is not at the G.T.C. Some of them have worked in different capacities in the field and have been posted to the G.T.C. very recently. One of the instructors has worked as a District Agriculture Officer and Assistant Director of Agriculture before joining the G.T.C. There are two instructors who have served for more than 5 years at the G.T.C. and two for about 4 years.

### EXPECTATIONS OF THE INSTRUCTORS

Expectations are also quite different. Two of the instructors feel that they have been posted to the G.T.Cs against their choice. One of them is indifferent and has no like or dislike towards present job. Three of them have expressed psychological satisfaction in the teaching

atmosphere. The main attraction to these instructors is that the job at the G.T.Cs is peaceful and does not involve many problems.

WORK LOAD

It has been difficult to work out a clear line of thinking of estimating the work load at the G.T.C. It is evident that the teaching load of theory and practical classes for Instructors other than agriculture is out of proportion as compared to agriculture. Some of the Public health Instructors have expressed that the teaching load is too light although they are assigned to other duties such as dispensary, cleanliness of the campus, guidance, applied nutrition programme; hostel arrangements etc. There seems to be dis-satisfaction in the job performed by these instructors. One of the major problems here is this striking difference which reduces the importance of the non-agricultural Instructors in the eyes of the V.L.Ws. [illegible] instructors.

PREPARATION FOR TEACHING

A common pattern for Instructors is that basic exhaustive notes are prepared as soon as possible for the entire subject allotted. These notes are based mostly on the information collected during academic training and through efforts made immediately after the posting as an Instructor. The instructors make use of booklets, seminar reports, periodicals, departmental instructions etc. for the preparation of their lecture notes. Some of them use the library for this purpose. A few of them have prepared lesson plans. The Instructors in U.P. prepare talking points based on the lecture notes before they go to the class. Most of them use the black board as the main aid for teaching. Some of them make use of other visuals during their teaching. One of the instructors has pointed out that he has no faith in other visuals except the black board.

Quite a few of the instructors believe in dictation of notes after the lecture is given. One of the instructors has stated that he does not believe in preparing detailed comprehensive notes on his subject as he has rich experience of field work of his area. Very few instructors have stated that they need guidance on technical subject matter during the preparation of their notes.

SYLLABUS

The Instructors in Public Health have pointed out that the weightage given to their subject in the entire

syllabus is roughly between 5 - 6%. This negligible weightage accounts for the indifferent attitude of the instructors in Public Health as they feel that the V.L.W. is not concerned very much about Public Health as compared to Agriculture. Two instructors feel that the programme and the syllabus can be effective only if the training is practical and field oriented. One of them has pointed out that he has nothing to comment about the syllabus as the contents are decided by a State level meeting.

JOB TRAINING

Instructors in Public Health are confined to programmes of environmental sanitation and Applied Nutrition Programme during the job training. With regard to Instructors in Agriculture they feel that job training provides an opportunity to work in actual conditions. Two of the Instructors have pointed out that only 10% of the V.L.Ws take interest in programmes of Public Health. The indifference of the trainees is attributed to the lack of interest by the villagers. Jobs involving money hardly get any attention.

VILLAGE PRACTICALS

The views expressed with regard to village practicals are that the trainees can benefit from them only if there are favourable conditions of supplies available in the village. In Public health items such as vaccination and Applied Nutrition Programme are only successful.

CAMPUS PRACTICALS

Some of the Instructors have expressed their dissatisfaction with regard to the campus practicals due to the inadequate facilities especially with regard to agriculture.

INCENTIVES

The general feeling of the Instructors is that the environment prevailing at the G.T.Cs is not conducive for the academic growth of a teacher except for those who are keen on a non-touring and peaceful job. Some of them have pointed out that their knowledge and experience of field conditions and subject matter knowledge cannot be fully utilised at the GTCs. There has also been a feeling of more emphasis on administrative and problems in smooth working of the programme. Most of them complain the lack of encouragement and recognition. Jobs assigned to the Instructors other than subject matter are not accepted with a happy outlook.

SUCCESSES AND FAILURES

Most of the Instructors feel that they have not been able to assess their teaching in terms of successes or failures. They have a satisfaction that whatever has been taught has been received very favourably. Some of them have pointed out that they get no opportunity to follow-up the trainees once they have left the training centre. There is a general feeling among the instructors that they are successful in their job.

..                ..